

SCHOOL and COMMUNITY

Vol. XIX

SEPTEMBER, 1933.

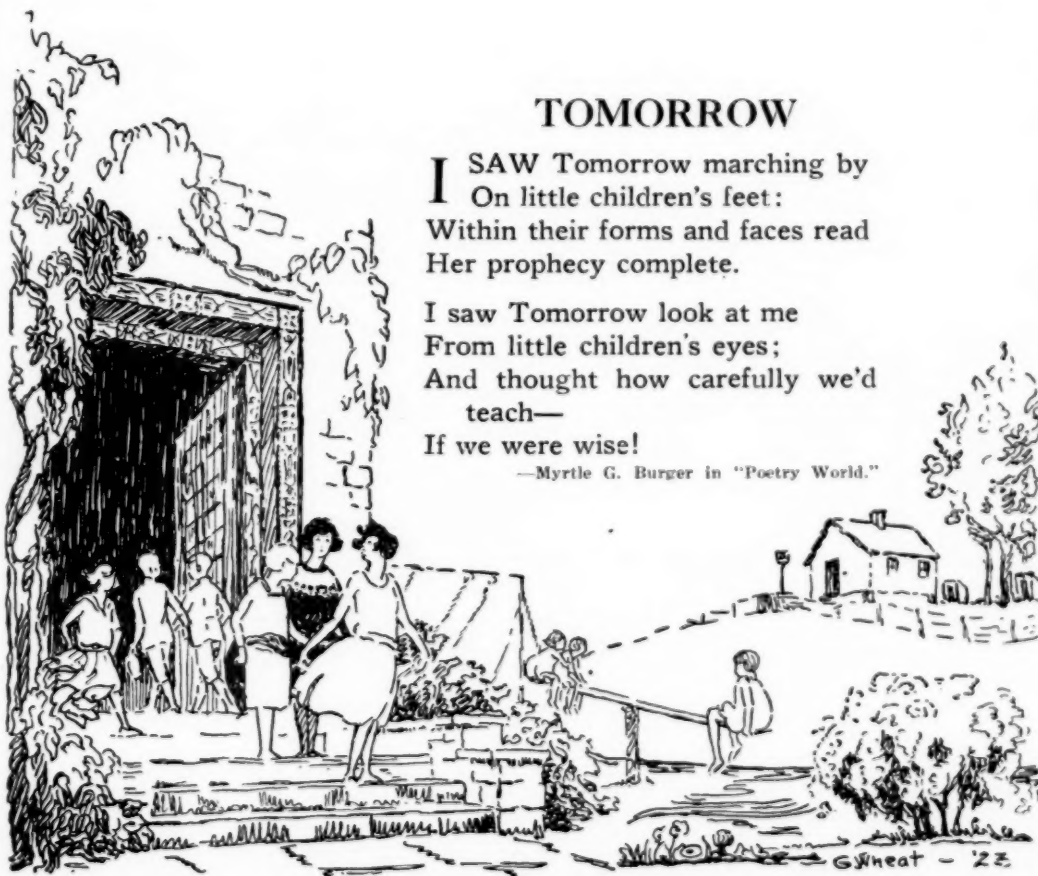
No. 6

TOMORROW

I SAW Tomorrow marching by
On little children's feet:
Within their forms and faces read
Her prophecy complete.

I saw Tomorrow look at me
From little children's eyes;
And thought how carefully we'd
teach—
If we were wise!

—Myrtle G. Burger in "Poetry World."



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XIX

SEPTEMBER, 1933.

No. 6

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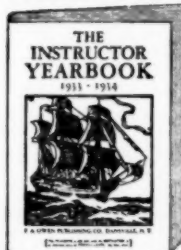
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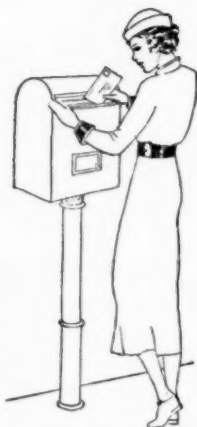
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Where are the organized citizenry whose specific purpose is to put pupils back to a *normal* standard of education?

Where are the increased purchases so necessary to speed up industry and so essential to a proper functioning of the schools?

If it is a patriotic duty of Industry, it is a patriotic duty of School Officials.

It should be done. It must be done.

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Forces in Industry brought about the National Industrial Recovery Act.

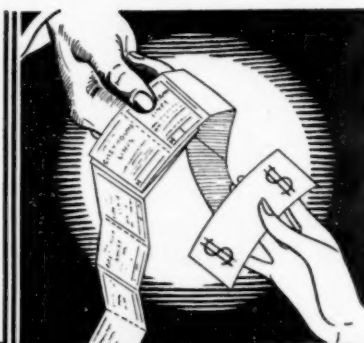
ACT Forces should be at work to get educational programs on the up-trend—to bring about a "National Educational Recovery Act."

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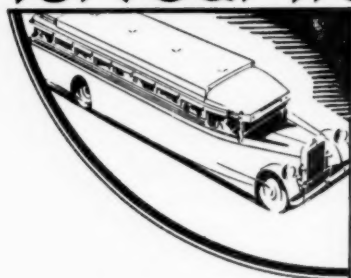


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SEPTEMBER,

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EDITORIALS

WHO AMONG us is not glad that Missouri has progressed so far in her program of road building? Who is not thrilled that even in these hard times our state is going forward

HIGHWAYS AND HIGHERWAYS

with road work to an extent which surpasses, in actual work done, any other period in our road building program? We have double reason to be thankful for our highway program; we need the roads, and the people need the work that the road program is giving them.

But Missouri has another road program: and of her progress in that we have little reason to be proud. In 1931 a progressive legislature mapped out roads that lead not to cities and lakes, but to a higher destiny; not from farms to markets, but from darkness to light. It gave promise of a highway that would put our people closer together in spirit, in opportunity, in heart throbs. It was to have been a highway not to pleasure, but to happiness. It proposed to build a road to a better tomorrow.

Specifically, the plan said that each child in Missouri is entitled to eight years of elementary education and four years of schooling on a high school level. It provided in the plan for a state financing of education in such a way as would remove much of the inequality of financial ability among the several districts of the state. It planned for free tuition and transportation of children to efficient school plants. It provided a plan by which trained, capable, and self-re-

specting teachers might be given to the children.

But alas! The highways to destiny are not being built. The money has not been supplied therefor. On the contrary, the State is sitting idly by while highways to happiness are being wrecked. Schools are restricted, terms shortened, curricula curtailed, equipment goes unreplaced, libraries are dilapidated and even the teachers are, too often, discouraged and deteriorating.

There are highways and *higher* ways. Will Missouri say that she can afford the one and deny her ability to build the other? Will she go proudly forward building roads to geographical places while she allows her roads to destiny to be unbuilt, neglected, and abandoned?

CAN WE PLEAD poverty as the reason for our lapse in the support of education? Not in any real sense is there poverty in Missouri's resources. In the "lingo" of financial institutions, "our resources are unimpaired."

OUR RESOURCES
AND
OUR RESOURCEFULNESS

Certainly we have enough of food, fabric, fuel and shelter to keep all our teachers alive and comfortable, yet we have removed fully one thousand teaching positions from our school system. These teachers will be fed, clothed, warmed and sheltered by the public welfare societies, or they

will do work which will cause an equal number of others to be the subjects of public charity.

What has Missouri gained by their dismissal from the schools? Not a red cent. What have Missouri children lost? They have lost in many cases their physical education leader and therefore some of the health, some of the vitality, some of the life that might have improved the life of future generations. They have lost music directors and art directors whose contributions are more needed now than

at any other time in our history. They have lost all along the line of their educational program, for longer working hours for the teacher means a less vital and less effective teacher and larger classes mean less individual work.

To fight a depression by dismissing teachers, by piling more work upon those who remain and by reducing the tools with which they work is no less stupid than to fight fire by pouring on gasoline. Missouri is not lacking in resources, but she seems pitifully poor in resourcefulness.

Costly Economy

From New Hampshire State Teachers Ass'n. Bulletin.

IT IS IN FULL recognition of—indeed, in stout adherence to—the present universal demand for economy that we venture to advocate an early inspection of school textbook supplies, with a view to conservation of public safety, as well as to adequate classroom equipment. It is an open secret that, in a protracted cycle of financial stringency necessitating a vigilant attitude toward expenditures, school books, in common with other more or less permanent supplies, have been kept in service far beyond their real usefulness. In the case of accessories which are not subject to almost continuous handling, a policy of extra-extended service in the name of economy is not without excuse. This, however, does not apply to textbooks. Custom and efficiency decree that each child shall have for his individual daily use at least one textbook for each course in which he is enrolled. He is admonished to use these books—and constant use presupposes not only wear and a certain amount of tear,

but also an even-increasing condition of defilement. All this is beside the fact that an unprecedented increase in school enrollment during the last three or four years has taxed the resourcefulness of teachers everywhere in the effort to afford each pupil even part-time use of a book.

The disadvantage to the individual child is obvious in the fact that, whereas formerly each pupil had a textbook for his exclusive use, it is no uncommon thing now for him to share it with one, two, or even more of his classmates. Textbooks, produced by reputable American publishers are built for heavy duty; but the length of life of any book is in inverse ratio to the number of active pupils using it. Hence the growing generality of dilapidated bindings, torn pages, and mutilated chapters: to the end that, instead of one, or even several children having the benefit of a book, it too often happens that some of them are without the use of any book. Incidentally, teacher efficiency, already under unusual strain due to over-load

attendant upon augmented classes, is thus subjected to further strain by lack of working-tools. This, even if it were all, would be bad enough.

But it is not too much to say that the health of the community may be involved. The winter just past has witnessed an unusual prevalence of influenza, serious colds, and kindred distempers. Attendance records for almost any school in this part of the country will attest the susceptibility of the school population. Any classroom teacher has recollections of weeks of mingled coughs and sneezes which liberated germs innumerable—mainly upon the forelorn and mutilated pages of “mutual” textbooks. These germs found hospitable lodging in the inevitable accumulation of dirt, grease, finger prints, and general foulness incidental to prolonged daily service of any book as a tribal refuge. In many instances, the same books, or remnants of books, are in use now; and, unless the better judgment of school authorities rules otherwise, they will be passed along, in all their

physical decrepitude and germ-laden possibilities, to other pupils. The fact that a large proportion of these books are in such a state of ruin as to be relatively useless as texts is in itself sufficiently cogent reason for their replacement. The additional fact that they constitute a menace to the public health should be a determining factor. Such books have no legitimate place in a society which long ago banished the common drinking-cup and which insists upon modern sanitation.

Any economies effected through an inadequate supply of school textbooks, or through a motley stock of dirty, dilapidated, germ-infested textbooks, are likely to be expensive. Considering the infinitesimal part—approximately 2 to 3 per cent—of the cost of public education which is normally represented by textbooks, it is poor business policy to curtail even that small part to the impairment of educational efficiency and to the potential peril of an epidemic which might cost individual taxpayers many times the trifle saved.

Education and a Century of Progress

IN CHICAGO is the much advertised “Century of Progress.” Theoretically, at least, it is supposed to depict 100 years of development in various fields of life. And whether one contemplates the development of farm machinery or wonders at the mysteries of applied electricity, whether one notes the progress made in the preservation of food or studies the weird automatons that make automobiles, there are two ideas that force themselves into the foreground of one’s mind. The first is that *none* of this progress would have been possible

without education, and the second one is that all of it would be absolutely useless to an uneducated people.

The century of progress we look back upon, has been a century of progress in the production of the things humanity needs to keep bodies alive and comfortable. The age old fight for a productive ability equal to man’s physical need has been won by the schools. So well has this task been accomplished, that for the first time in the history of the world is there enough and to spare of food, clothing, shelter, transportation, books, and the

thousands of articles that contribute to the comfort of people.

But education is not satisfied merely to look back on its material contributions. It looks forward to another century of progress in which humanity and not material is the center of interest. It is aware of the chaos that now exists in human relations. It sees the problems of social and economic justice yet to be solved. It sees personal poverty in a world of general plenty, hunger where food abounds, nakedness where clothing exists in plenty, sickness where health should prevail, and fear and strife where security and peace might reign. As education has solved the problem of production, so must it solve the problem of distribution, if that problem is ever solved, and if civilization is to be saved from the rocks of destruction.

Educators realize that the difficulties in the battle for progress in social and economic justice are much greater than those encountered when the fight was for material progress. In the latter contest, men have been spurred on by the greed of their baser natures. This greed has become a monster which threatens to destroy the means by which material progress has been made. Misguided individuals and associations would, today, for the sake of shekels, sacrifice children. They would close schools, curtail curriculums, reduce equipment and discharge teachers until our educational system is reduced to a level which would

shortly destroy the very wealth it has created and which they seek to protect. (Recent pronouncements from the United States Chamber of Commerce and the Federal Land Bank at Omaha seem to warrant this statement.) These narrow visioned, purblind Shylocks seem to prefer that wealth be destroyed rather than distributed. Stricken with fear lest the ship sink they demand that our life boats be thrown overboard.

Education and educators look at this pile of material on the lake front which typifies a century of material progress; but they think of another century of progress, one which lies ahead and for the attainment of which they must accept the challenge and the responsibility. They see this great country as it is—a welter of things to live with—but they *feel* also the heart of America that is longing for fair distribution of goods to all men everywhere—that is hoping for the attainment of an abundant life for all . . . that is willing to work for an America in which “alabaster cities gleam undimmed by human tears.”

School teachers are determined to carry on for a century of progress toward an abundant life in which material security can be enjoyed by all, where equality of education will lead to equality of justice, and where the Spirit of Right will “crown our good with brotherhood from sea to shining sea.”



Tell Them About It

Wm. Hall Todd

IT IS NOT ENOUGH to run the best school system in the country. Your own school patrons will not know it unless you tell them. Nobody else will know it. People well along on the highway to success have never been tongue-tied. No vulgar braggadocio is suggested. Simple, plain facts and figures about good works at appropriate times speak clearly. In public school circles they are usually in order. They are always of interest to the community concerned. Simple, plain facts and figures include comparisons with comparable places; things are better and best relatively. The old story about a mousetrap and a path worn to your door is in the same class as a one horse shay on a modern highway. The best piece of merchandise with an established universal demand would drop out of sight shortly if not pushed constantly.

Last spring many units of the public school, so strongly rooted in American life were closed with the banks. No government millions were marshalled to their aid. No dictatorial powers were conferred upon the president, or governors of states, to save the nation's youngsters. There was too much of an attitude of let the schools close; or let them be operated upon the charity of the teachers.

It was not and is not now a case of famine in the land like the seven lean years of ancient Egypt. There is a glut of plenty caused by the stupidity and selfishness of what is acclaimed the greatest civilization of all ages. How greatly prized is the American

public school in the minds of the public? Does the school really hold the position of esteem, trust, and confidence usually acclaimed? Actions speak louder than words. What does the closed school house say?

Here is a question to ponder during our increased leisure. To what extent is the school deserving of sympathy, now, when the doors of so many are closed? When the school year is shortened? When the program is curtailed? When salaries are reduced from material cuts to the vanishing point? The public school is the state agency for fashioning people into what we call good citizens. To the seven cardinal principles of education there might be added one more. It would provide social conditioning that would guarantee perpetuation of necessary public institutions with emphasis upon public education. As a matter of fact such conditioning is provided in the seven concepts, but there is ample evidence the school has failed to stress the lesson sufficiently.

For some years, the leading schools of educational administration have been urging educational publicity upon those in the field of practice. A little research work has been done in school publicity, but very little.

The importance of maintaining a wholesome, effective school and community relationship should be sufficiently obvious now. School people themselves are the individuals responsible for such relationships. In every school system, large and small, the individual school unit should be responsible in large measure for the

attitude and wholesome interest of the people in its particular district. Nobody will dispute the school's obligation for leadership.

As an individual teacher these questions are rather pertinent right now: To what extent have I supported my local teachers' organization? My state association? My national association? Am I enrolled as a member that my little fees may be that much of a contribution towards maintaining these organizations whose sole purposes are furthering public education and the professional welfare of the profes-

sion? How much stronger is my Parent Teacher Association, or other school patrons' organization, because of my efforts? Does my school have any such organization of patrons? If not, why not?

This thesis I hold to be true: A citizen's interest and wholesome attitude in respect to public education are conditioned by correct information. This information is of a professional nature and can be supplied only by the school. It must be in palatable form. In short, educational publicity is a function of the school.

Program St. Louis Meeting Nov. 9-11

President Irion has practically completed his plans for the Big Convention of the Missouri State Teachers Association at St. Louis on November ninth, tenth and eleventh.

The general theme of the program is particularly interesting and challenging for these times. It is "The Future of American Education." The program talent has been chosen to fit this theme and is composed of many of the leaders in education best fitted to discuss it.

The program will begin on Thursday morning. The Assembly of Delegates will have its first meeting at this time also, thus the program will be shortened one day from the usual for members of the Assembly.

The first speaker on the general program is to be President Lotus D. Coffman, of the University of Minnesota, who will discuss "The Future of Higher Education in America." Doctor Coffman is a forceful orator, and a leader of educational thought in America. On this program will also appear Dr. Frank Mc. Debatin, Dean of the University College, Washing-

ton University, St. Louis, who will have for his subject "Teacher Responsibility to the Social Challenge."

On Thursday afternoon the divisional meetings will be held. These divisions are Elementary Schools, Secondary Schools, Colleges and Universities, and Vocational Training. Leading out of state speakers for these divisions will be respectively Miss Charl Williams, Dr. Geo. W. Rosenlof, and President Coffman. Dr. Rosenlof will address both the Secondary Schools Division and the Vocational Training Division. He is a member of the State Department of Education of Nebraska in charge of Secondary and Vocational Education. Miss Williams is the Legislative Secretary of the National Education Association.

The evening session will be addressed by Dr. E. des. Brunner. Dr. Brunner is prominently connected with the Institute of Social Research and is a member of Teachers College faculty, Columbia University. His subject will be "The Future of Rural

(Continued on page 212)

WHAT THE TEACHER CAN DO TO MEET THE EDUCATIONAL CRISIS AND TO HASTEN EDUCATIONAL RECOVERY

A Symposium

HON. CHAS. A. LEE, State Supt. of Schools,
says:

Our present world situation was caused largely by the acceptance of a "material philosophy" on the part of the leaders. For some time there had been too much emphasis on material things. Too many people had the idea that the big things of life are material.

As the present situation is the result of an over emphasis upon material things by certain leaders, it looks reasonable that those same leaders are not in a position to furnish the necessary leadership needed at this time. A new leadership will have to arise and provide definite and constructive measures along entirely different lines. The old leadership emphasized material things. The new leadership will recognize the rights of others. The old leadership emphasized gains in material possessions. The new leadership will emphasize, "How much service can you render your fellowman?"

In the development of this new philosophy the teacher in the classroom occupies a pre-eminent position. If the children of today are taught that the noblest thing in life is to serve, then we will have a new philosophy and a new nation when the children are grown. The present situation was not brought about over night. It was the result of an accumulation of the wrong kind of philosophy. Therefore, it will take some time to correct it.

But as our future civilization depends upon it, the job should be undertaken and carried on to completion. First, each and every teacher in the nation should become so imbued with the fundamental concept of "service" that, regardless of the consequences, that ideal will be uppermost in the mind and heart of the teacher who will thereby be in a position to furnish

the leadership needed in the new order of things.

The present economic situation will be corrected when the people of this nation come to the conclusion that material things do not constitute the all important things of life. This new philosophy can be brought about only through the classroom. Therefore, the teacher is the key-stone of the arch in any kind of a program to solve the present world economic conditions.

Chas. A. Lee.

PRES. THEO. W. H. IRION, State Teachers Ass'n., and Dean of School of Education, University of Missouri, says:

A YEAR AGO, we talked only of depression; today, we think almost exclusively of recovery. In education, too, we plan not only to regain lost territory but also an aggressive campaign to advance well beyond the position of 1929.

Our educational losses have been in three directions:

- (1) Educational financial support
- (2) Professional morale
- (3) Professional training and efficiency.

What can the teacher do to facilitate educational recovery?

In the first place, she can give support to the Missouri State Teachers Association by the simple act of taking out membership. The Association is working persistently with a view of securing better financial support for public education in Missouri. It is the only professional organization which can effectively represent education and promote educational interests.

There is nothing which so quickly develops professional morale as to become acquainted with the efforts of undaunted,

forward looking teachers and educators. Such leaders can be met, and you can learn to know their plans by attending teachers meetings, educational gatherings, and the meetings of the State Teachers Association on November ninth to eleventh inclusive. This year's discussions are planned to assist all teachers who entertain a hopeful outlook. The general theme around which the programs are built is, "The Future of American Education." Intelligent attendance upon the various programs offered should lead to increased professional zeal and inspired educational activity.

If, during the last three years, you have relaxed in your efforts to improve as a teacher largely because the outlook did not seem to justify further investments, or if you are one of those depression teachers who secured a teaching position because of the inability to find other employment and are really not adequately trained for the work you are doing, plan your future career on a large basis by continuing your education and professional training.

Educational recovery will come quickly through energetic endeavor on the part of teachers to do superior work and to cooperate with the entire profession to promote the complete state educational program.

—Theo. W. H. Irion.

PRES. EUGENE FAIR, State Teachers College at Kirksville, says:

Every teacher should have a very definite body of information regarding the school situation, especially in Missouri. This information should be in workable form. So workable, in fact, that any teacher can give facts accurately and off-hand, in such a form that the ordinary patron will understand. The little leaflet on **CONDITION OF THE PUBLIC SCHOOL** contains the minimum of essential and workable facts.

Each teacher should know the financial condition of the district where she is teaching. All kinds of wild inaccurate statements are being made about the school law of 1931. The teacher should

know how that law would operate in her district if it were allowed by the state to go into operation.

Of course every teacher should belong to the Missouri State Teachers Association. We need to stand loyally behind its officers and committees.

Most certainly every teacher will want to teach more effectively than ever before. This is the living way to demonstrate our ever-lasting faith in children and the public school system.

Lastly I predict that President Roosevelt will have all the teachers doing everything possible to further his recovery program.

Eugene Fair.

PRES. E. L. HENDRICKS, State Teachers College at Warrensburg, says:

Two things should be done by the teacher to meet the present crisis: First the teacher should assemble the patrons of the school district or community to consider immediate social and economic problems. These meetings will require leadership. The teacher should be a leader. The patrons have a right to learn all possible relative to the present crisis. In a democracy they have a right to hear and be heard on such practical problems as the reduction of production and the increase of leisure. They should know of any recognized opinions that our democracy will change to an autoeracy. They have a right to learn why prohibition was not enforced and why in the face of education crime has increased. The teacher should arrange such a program for the same is fraught with dangers as well as values.

In the second place the teacher should prepare a future citizenship which will be cooperative. Is it not absurd that educated citizens should seek only to take advantage of their fellows? Teach the on-coming generation to be good sports, namely to look after the other fellow's welfare as well as their own. In this manner the teacher can meet the educational crisis of the day and advance the cause of civilization.

E. L. Hendricks.

PRES. W. W. PARKER, State Teachers College at Cape Girardeau, says:

Every teacher can aid in meeting the educational crisis and in hastening recovery by being faithful to his task and doing an even better job of teaching. It seems necessary, in some quarters at least, to reeducate in the interest of education. A thoroughly good job of teaching will be one factor in renewing, wherever necessary, our faith in education. Our public must be reminded, directly and indirectly, that America has evolved an educational creed that is unique and that before the period of economic stress we were making progress in translating that creed into practice.

The teacher can remind his constituency that although the schools may reasonably be expected to share in the revision of budgets, there is a point beyond which it is a real hazard to reduce school expenditures. In some sections this point has already been reached.

Again, the teacher can make a real contribution to educational recovery by familiarizing himself with the state and the national codes of ethics and by practicing them. The realization on the part of Mr. or Miss Everyteacher that failure to regard our adopted codes has been one factor in the present educational situation would be quite wholesome.

Finally, the teacher can aid by being diligent in reminding his constituency that so long as we expend on any one of several luxuries a third, a half, or, in some instances, as much as on education, we can afford to maintain our schools.

Let us not relinquish our belief that the national expenditure on education constitutes our best investment.

—W. W. Parker.

PRES. MARION S. SCHOTT, State Ass'n. of County Superintendents, says:

WE AS TEACHERS should remember that the progress of our profession depends almost solely on the people outside the teaching group. Our laws governing the revenue and the control of our educational system are proposed and passed by representatives elected by the people, and in most instances, our legislative group has had very

little experience with the management of schools. They rely on information given them by the people they represent, in order that the laws they pass may be satisfactory.

We, as teachers, can best help the profession by assisting in presenting the actual facts concerning the conditions now existing in our public schools of Missouri. The majority of the voting public do not want the children to be deprived of the education mentioned in the Constitution of Missouri and will cooperate with us in passing constructive legislation provided they are properly informed. It is our duty as teachers to aid in placing this information before them.

If we hope to accomplish the most, it is necessary that we act as a unit, for it is useless for any organization to separate in individual groups and attempt to accomplish a unified program. Our State Teachers Association officers have planned a definite campaign including a committee to find the actual facts existing in our schools and to outline a program for informing the general public of the conditions. We can best serve by cooperating with our Association in following their campaign and providing any information they may ask for from our communities.

Marion S. Schott.

PRES. C. F. SCOTTEN, Central Missouri Teachers Ass'n., says:

Meeting the educational crisis is not a school administrator's task but is a co-operative enterprise of all teachers and friends of education.

Before the public will respond favorably to any request, they must be correctly informed.

In the N. R. A. program, persons are stationed at strategic points to inform the public of the plans as outlined by the National Chairman Hugh Johnson.

Likewise, in the educational recovery program the teachers are to play a most important part, by informing the public, for they are located in the community center.

In order for the teacher to best perform the above duties, it is necessary that she be properly informed.

Thus it is necessary that each teacher be a member of the Missouri State Teachers Association in order to receive and learn of the most recent facts concerning the educational crisis, through the official school organ, the School and Community.

It is of great importance that a teacher attend district and State Meetings at which time, programs depicting the educational situation in Missouri will be presented.

A part of the program next year of the Department of Superintendence is entitled "Interpreting the Schools to the Public." The teacher is perhaps the most important agent in this important task.

How can the teacher present the desired information to the public?

Some of the agencies at her command are Parent Teachers Associations, Community Organizations, School Paper, personal contact with patrons of her community, etc.

The teacher is in a good position to thoroughly inform her people through the above agencies.

All the above agencies are desirable but the most profitable is the personal contact with the patrons of the community. Last year the teachers took the pupil census of Pettis County.

At the close of the school year I asked an experienced teacher, "What was the most valuable project of the year?" and her reply was, "taking the census, for it was an opportunity to visit each home in the school district."

Thus by a teacher coming in personal contact with people of the school district, it is possible to inform them of school conditions of the state and she can report to the publicity committee of her county the responses of the public.

The publicity committee will be in a position to express the will of people, to the legislature, and desirable school legislation will be enacted, due to united effort of the teacher.

PRES. W. R. SEWELL, Southeast Missouri Teachers Ass'n., says:

The first and most important step for teachers to take is to join the State and National Teachers' Associations. Take up the active participation in all activities that the LIVE teachers of the profession are doing, making ourselves felt in every community. My experience is, that when we want any thing done bad enough, we will put ourselves into the problem to the extent that we get the problem solved.

In the second place, teachers should become better informed concerning the economic, and governmental affairs. I mean by that, teachers, not just principals and superintendents, should know from what sources come our revenue for school purposes. They should also know the best means of raising revenue; and, when we have outgrown certain methods, as we have at present, be ready to offer better ways of raising this revenue and to be able to direct the thinking of the people of our communities by arousing public opinion for these better ways.

In the third place, I believe that all teachers should make themselves an integral part in each community in which they serve. (To my way of looking at it, no one can serve without becoming an integral part.) If all teachers would and were capable to take an active part and become a worthy member of society in each school community, we would not have to go out and advertise to get a hearing in order to save our schools from this crisis.

In the fourth place, and it is our bounden duty now, to put ourselves into the campaign that is being waged by the State Teachers' Association to obtain the actual information of our educational conditions as we go into this school year and get this information out to the people so that they will fit-in-to the "New Deal." upon the governor and the powers that be, to give help to the boys and girls of our great state the citizens of to-morrow, and save them to become useful citizens, so that they will bring pressure to bear

W. R. Sewell.

Some Data Assembled to Date by the Fact-Finding Committee

THE FACT-FINDING COMMITTEE appointed by the Executive Committee of the Missouri State Teachers Association to work in conjunction with the Committee on Emergency in Education, which was appointed at the same time and by the same authority, began its work by sending to all county superintendents in the State and to all superintendents of city, town, and consolidated schools, except St. Louis and Kansas City, information blanks to be filled out and returned to the Committee at Association headquarters in Columbia.

The total number of blanks sent out was 1006. Of these, 114 went to county superintendents and 892 to superintendents of city, town, and consolidated districts that maintain high schools. At the time when this is being written, 54 blanks, or 47 per cent of the entire number sent to county superintendents, have been returned, and 504, or 56 per cent of the total number sent to superintendents of city, town, and consolidated schools, have been returned.

Reports from County Superintendents

The blanks sent to county superintendents called for only two items of information concerning each rural district; namely, the number of teachers' warrants paid to June 30, 1933, and the number paid since that date. Of the 54 county superintendents who have returned the blanks, all but one furnished the information requested. One superintendent said the information was not available.

Only ten of the 53 counties from which information was received had paid all rural teachers' warrants by June 30, and only twelve had met their obligations in that respect at the time the reports were made. While in some counties the number of districts unable to pay their rural teachers in full was comparatively small, in others the number thus handicapped was almost equal to the entire number of rural districts within their borders. In fact, the report from one county seems to indicate that no rural teacher has been paid in full

for services rendered during the last school year.

The total number of rural school districts in the 53 counties from which reports have been received is approximately 3440. Of this number, 865 districts, or approximately 25 per cent of all, had rural teachers' warrants outstanding on July 1, and the number thus in arrears was still 764, or approximately 22 per cent of the total number of districts, at the time the reports were made.

Reports from Superintendents of City, Town and Consolidated Schools

Only one county in the State was not represented in the replies received from superintendents of city, town, and consolidated schools. A few superintendents failed to furnish all the information asked for, but they furnished complete data for 450 high schools and 443 elementary schools. Table I shows a summary of all the data furnished for these schools, except the data relative to the length of school terms and the number of months for which teachers were paid.

TABLE I
Summary of Data from Districts Maintaining High Schools

Items	The 450		The 443	
	High Schools		Elementary Schools	
	1932-33	1933-34	1932-33	1933-34
Number of Teachers Employed	3134	3029	4698	3991
Number of New Teachers	482	394	529	529
Number of Inexperienced Teachers	137	111	206	175
Per cent of New Teachers	15.28	13	12.91	13.24
Per cent of Inexperienced Teachers	4.34	3.66	5.03	4.38
Number of Teachers				
Dropped		125		104
Per cent of Teachers				
Dropped		3.96		2.54

Teachers Not Paid in Full

Of the 504 high school districts whose superintendents have returned the blanks sent to them, 204, or slightly more than 40 per cent, were unable to pay teachers' warrants in full for the school year ending June 30, 1933. In these 204 school districts, 2315 teachers were employed. The average number of months for which teachers' warrants have not been paid is two. The schools were open for an average of

8.9 months, and teachers were paid for an average of 6.9 months. In one district the teachers taught nine months and received pay for two months. In another district the term was cut to five and one-half months, but the teachers were paid for only four months.

The 204 districts that were unable to pay their teachers in full were not all districts that maintain small schools. While some schools had as few as two teachers, one had as many as 117 teachers, and the average number of teachers per school was more than eleven. Nor were these 204 districts concentrated in any one part of the State. On the contrary, they were distributed among 89 of the 114 counties. It is entirely possible that failure to pay teachers' salaries in full is even more widespread than the data here presented indicate, since 44 per cent of the districts maintaining high schools have not yet been heard from.

Additional Data to be Procured

The information blanks sent out so far did not call for any data relative to school tax rates, teachers' salaries, or the assessed valuation of property. It is the intention of the Committee, however, to send another blank to superintendents of city, town, and consolidated schools, on which such data will be requested. Arrangements have been made to procure data of this

type for rural schools from the office of the State Superintendent of Schools.

Special Data for Rural Schools

It has been possible so far to tabulate data of the type just mentioned for two counties only. A summary of the data for these two counties is given in Table II, the two counties being designated as County A and County B.

Items	County A	County B
Average School Tax Rate, 1932	45.10c	35.25c
Average School Tax Rate, 1933	45.83	37.91
Number of White Rural Teachers, 1932-33	83	67
Number of White Rural Teachers, 1933-34	83	66
Average Monthly Salary of White Teachers in Rural Schools, 1932-33	\$71.66	\$63.96
Average Monthly Salary of White Teachers in Rural Schools, 1933-34	\$53.14	\$53.21
Valuation of Local Property per White Teacher Employed, 1932-33	\$112,507	\$113,761
Valuation of Local Property per White Teacher Employed, 1933-34	\$90,663	\$103,518
Per cent Reduction in Total Valuation of Local Property from 1932 to 1933	19.42	10.36
Lowest Monthly Salary Paid Any Teacher, 1932-33	\$40	\$40
Lowest Monthly Salary Paid Any Teacher, 1933-34	\$25	\$35
Highest Monthly Salary Paid Any Teacher, 1932-33	\$120	\$93
Highest Monthly Salary Paid Any Teacher, 1933-34	\$40	\$85

Committee to Continue Work

While the foregoing is a summary of certain significant data assembled by the Fact-Finding Committee to date, it is not a final Committee report. The assembling of data will be continued, and further summaries will be made and published at such times as occasion seems to demand.

PROGRAM ST. LOUIS MEETING

Continued from page 206.

Education in America."

The headliners on the program for Friday are Dean Wm. F. Russell, of Teachers College, Columbia University. He will talk on the "Future of the Professional Training of Teachers." Dean Russell is known as one of the leaders in educational statesmanship, a profound thinker, a forceful speaker and a sincere friend of public education. Miss Williams will represent the P-T.A. on the morning program. Friday afternoon will be given over to the departmental meeting. The several presidents of these

departments have arranged helpful programs.

Governor Paul R. McNutt the college teacher who became the Governor of Indiana and who has made himself nationally famous for his constructive work for the public schools of that State will be the principal speaker on the Friday evening program.

For Saturday morning a program for the consideration of practical educational problems in Missouri is planned.

PUBLIC WORKS PROGRAM AID TO SCHOOL BUILDING CONSTRUCTION

N. E. Viles, State Department of Education, Jefferson City, Mo.

SCHOOL BUILDING projects have been included in the Federal Public Works Program. It now seems that both large and small projects may be included, either for new buildings or for major repairs, alterations and remodeling.

Dr. Zook, United States Commissioner of Education, stated in a conference August 10th that school officials generally have not realized the importance of Federal aid for buildings. He also stated that unless school districts make application for these grants schools will not realize the full benefit of the aid. The funds provided by the Federal Recovery Act will be spent somewhere, and are to be spent for the purpose of relieving unemployment. Local communities will be paying part of the funds in the form of taxes of various sorts. Most communities will attempt to receive a part of the aid. If school buildings are needed any time soon the district affected will profit by taking advantage of this aid.

This aid will be granted under the following provisions:

1. A maximum grant (gift) of 30% of the cost may be given.
2. The Federal Government may guarantee the sale of bonds or lend money for the remaining 70%.
3. If a district is not able to provide the 70% the Government may provide all of the funds and lease the building to the district on a long time lease, provided state laws will permit.
4. Some local effort is necessary. Bonds that are outstanding may be considered a part of this effort.
5. The project must be approved. That is, there must be a need; tentative plans should be available.

Rather strict regulations are to be put in. These regulations shall be involved in the contract with the contractor who supplies the labor. They involve the hours of labor, the pay for the laborer, etc. The projects are eligible for aid upon application to the State Advisory Board when

certain conditions are met. Some of these are:

1. Relation of the project to co-ordinated planning and social desirability.
2. The desirability of the project and its relation to relieving unemployment.
3. The soundness of the project from an engineering and technical standpoint.
4. The ability of the district to complete the work and to vote bonds to secure loans made by the United States Government.
5. Grants will not be made unless the district has authority to vote bonds to cover the outlay (above the grant given) or has power to lease the site to the United States and to agree to pay rental except in special cases which may be handled directly by the President's orders.
6. The bonds voted by the district will bear interest and will be sold to the United States Government at par. Bonds bearing more than 4% interest will draw a refund on interest paid. The bonds may be voted to cover the whole project in which case the Federal Government will pay the accruing bonds and interest until as much has been paid on the debt as the Federal Government agreed to grant to the project and the bonds may be voted for a part of the project and the grant applied on the purchase of materials and labor.

School officials who wish to take advantage of this opportunity to secure building aid may notify this Department at once. The Department of Education will assist the local district in outlining the need and will assist in presenting the projects to the Public Works Administrator. Plans and specifications will be approved by this Department before being sent to the Federal Committee for its approval.

This measure is to aid in eliminating unemployment. The fund provided probably cannot be used to pay existing debts. Your community will pay a part of the cost. If there is some unemployment, it is probable that some Federal funds may be spent there.

There seems to be no reason why schools should not obtain some of this money in districts where buildings are needed.

THE CIRCUIT RIDER OF AMERICAN EDUCATION*

By J. W. Crabtree, Secretary National Education Association.

It is said that Dr. A. E. Winship did not leave wealth. By that is meant that he did not leave dollars. He left, however, a wealth in affection, in service and in achievements which cannot be measured in gold or silver. Few men have done so much to carry forward the principles and causes that promote education and that maintain civilization. He did it largely by building men and women.

He not only helped to give the nation confidence in such early leaders as Horace Mann, Henry Barnard, William E. Sheldon and W. T. Harris, but he helped to build up confidence in the next group of leaders such as Thomas E. Finegan, Susan M. Dorsey, C. G. Pearse, Homer H. Seerley, Ella Flagg Young, Charles W. Eliot, David Starr Jordan, Lucy M. Wheelock and a score of others whose names stand out. While giving strength to the arm of these leaders, he was also inspiring and bringing forward another group to take their places as they would retire from active service.

More than a score of this third group are attending this convention. I am amazed as I talk with them and hear them refer to the encouragement which they received from Dr. Winship—amazed that the influence of any one man could have reached so many people and that it could have impressed them so deeply.

For more than forty years Dr. Winship was a source of inspiration to me personally. He helped me to realize the importance of teaching. He encouraged me to have faith in myself. He helped me to know the points in education where progress could be made and where leadership was most needed. When I did something worthwhile he commended me. If I seemed to be taking an unwise course he pointed out the dangers to me.

Always in demand for conferences and addresses, he was continually on the go, swinging around the circle of the states in a ministry of faith and encouragement to the teachers of America. He made seventy round trips from the Atlantic to the

Pacific, lecturing to teachers and to citizens and visiting schools. This gave him the title "The Circuit Rider of American Education." Wherever he stopped his eye would turn immediately to what was best. His keen constructive mind would store away the details for later use.

Dr. Winship had a genius for understanding people. He did not pay much attention to the details of a newly erected school building, or to a beautified campus but he did see every teacher and every pupil in that school, and he saw them as important personalities. Just as practically all outstanding national leaders owed much to him, the leaders in localities and in the state feel that much of their success has been due to his kind advice.

Some have said that it was just Dr. Winship's nature to take an interest in other people. But I learned from him many years ago that what he was doing was part of a well thought out plan of life. Only recently, however, was my attention called to his statement of this creed over fifty years ago in one of the first issues of his *Journal of Education*. Read it and you will understand his life better than before. The following is taken from his March Journal, 1886:

"The JOURNAL will do all in its power to popularize those who are doing good work in the profession. It is a disadvantage under which the profession has labored for the past thirty years, especially, that its leaders do not receive the same popular recognition that men of equal prominence attain in other professions. A clergyman, author, lawyer, or statesman with the same intellectual grasp, culture, or national popular gift attains greater public fame by half than the teachers."

The teachers of America have not been unmindful of the great service which Dr. Winship performed in their behalf. On his seventy-ninth birthday, he was honored by a remarkable luncheon held in connection with the Department of Super-

* At the Chicago Convention—July 7, 1933.

intendence at Chicago in 1924. He was presented with a volume of personal letters of appreciation from every section of the country and from every branch of the profession, reflecting the amazing range of his service and acquaintance.

At the 1927 meeting of the Department of Superintendence, on his eighty-second birthday, he was presented with a beautiful gold watch chain made up of forty-eight links with the name of each state engraved on the link which it had given. In 1932 he was elected an honorary president of the National Education Association which he had served so faithfully thruout his professional life. This is the

highest honor conferred by the National Education Association.

Much that Dr. Winship worked for is yet to be achieved. There is still the call for pioneers. This age—like his—is an epoch of change and growth. The schools face the task of adapting themselves anew to the life around them, and of helping to make that life worthy of our great American heritage. It is for us, therefore, to carry on the great work to which Dr. Winship gave his life. It is for us to take new inspiration from this noble character and to dedicate ourselves anew to the ideals for which he stood.

District Associations Meetings

Northeast Missouri Teachers Association:

Kirkville, October 12-13

Officers

President, L. C. Northcutt, New London; 1st Vice-President, Mrs. Merle Bradshaw, Canton; 2d Vice-President, Floyd Rogers, Alexandria; Secretary-Treasurer, L. A. Eubank, Kirkville. **Executive Committee:** D. H. Martin, Salisbury; J. V. Minor, Huntsville; Herbert Hartford, Yates; Stephen Blackhurst, St. Charles.

Central Missouri Teachers Association:

Warrensburg, October 12-13

Officers

President, C. F. Scotten, Sedalia; Vice-President, Harry McMillan, Lee's Summit; Secretary, F. W. Urban, Warrensburg; Treasurer, G. E. Hoover, Warrensburg. **Executive Committee:** C. F. Scotten, Sedalia; Harry McMillan, Lee's Summit; F. W. Urban, Warrensburg.

Southeast Missouri Teachers Association:

Cape Girardeau, October 19-20

Officers

President, W. R. Sewell, Hornersville; 1st Vice-President, L. G. Wilson, Portageville; 2d Vice-President, Vernetta Sexauer, Ste. Genevieve; Secretary-Treasurer, L. H. Strunk, Cape Girardeau. **Executive Committee:** Geo. D. Englehart, Matthews; A. C. Magill, Cape Girardeau; C. E. Burton, Piedmont.

Southwest Missouri Teachers Association:

October 18-20

Officers

President, Cora E. Morris, Bois D'Arc; 1st Vice-President, Wallace Wilson, Spokane; 2d Vice-President, Emmett B. Adams, Forsyth; Secretary-Treasurer, C. W. Parker, Ozark. **Executive Committee:** Cora E. Morris, Bois D'Arc; E. E. Neeley, Springfield; Ray Hailey, Ava; Howard Butcher, Pierce City; C. A. Poin Dexter, Pineville.

Northwest Missouri Teachers Association:

Maryville, October 12-13

Officers

President, Cecil Jenkins, Savannah; 1st Vice-President, E. F. Allison, Hamilton; 2d Vice-President, L. Blanche Templeton, Rock Port; 3rd Vice-President, Chas. Wallace, Hopkins; Secretary, Bert Cooper, Maryville; Treasurer, Hubert Garrett, Maryville. **Executive Committee:** Francis L. Skaith, Gower; R. H. Watson, King City; Harry Thomas, Maysville.

South Central Missouri Teachers Association:

Rolla, October 19-20

Officers

President, Carl A. Baldwin, Vienna; 1st Vice-President, Tom Turpin, Waynesville; 2d Vice-President, G. C. Smith, Salem; 3rd Vice-President, Paul A. Breuer, Bland; Secretary-Treasurer, B. P. Lewis, Rolla. **Executive Committee:** Carl A. Baldwin, Vienna; J. F. Hodge, St. James; Mrs. Vester Fugate, Bourbon; Ada M. Bawbell, Pacific; Clyde Miller, Crocker.

DEVELOPING CREATIVE EXPRESSION IN LANGUAGE IN KINDERGARTEN AND THE FIRST THREE GRADES

Lulu Leigh Pickett, Reading Supervisor, Co-operating City Schools of St. Louis County.

THE FOLLOWING ARTICLE is written with the hope that it may be of value to some teacher who is interested in teaching very young children to express themselves both in oral and written language, but who is at a loss just how to begin. Because of the great and lasting value of the ability to use good, effective English—which after all is so largely a matter of habit—it is to be hoped that the present interest in letting children give free and original expression to their thoughts will spread and become general; rather than that after a brief flash in the pedagogical pan it will be put aside in favor of some other idea which will be occupying the limelight at that particular moment. It seems as if so many ideas in Education are cast on the ash heap before they are tried out long enough, carefully enough,—and may one say—intelligently enough to prove their value.

In order to be most effective, creative language should be part of the regular daily program in every grade, not just the occasional telling of a story in the kindergarten, and the writing of an incident or a poem in the grades as it is in many places at present. There should be regular improvement made as shown by the carefully kept work of each child.

Nine schools in five different systems of the Co-operating Schools of St. Louis County are definitely carrying out programs in creative English from the kindergarten through the third grade. In a later article the actual accomplishment made on the various grade levels by the various schools will be reported in an effort to establish just what punctuation can and should be mastered as judged from the results revealed by the data submitted by the nine schools participating in the work.

The main criticism offered against creative English expression in the kindergarten and primary grades is the amount

of time required. Both the learning and the teaching of oral and written expression does take time. But so does all worth while accomplishment. A child who expects to develop any skill as a musician must not only practice long hours, but he must practice regularly. No one ever considers the time element involved. Furthermore, the study of music is a personal matter and comparatively few children plan musical careers, while every child has to study English. So why should he be denied the privilege of expressing himself well, because of a question of time allotment on a program? True, he will be slow. It will take him so long to say or to write his story. And yet, what is the important thing to be considered here: time, or the learning to speak, or to write one's mother tongue?

Nothing in the present curriculum need be sacrificed. However, some of the short periods may have to be combined. The writing, spelling and language periods could easily become one longer period. While the present seat-work could consist of something beside letter cards, number cards, inadequate reading materials, and even out-and-out time killers of one kind and another.

The handling of creative work of any kind in school is largely a matter of organization. A skillful teacher is quick to take advantage of every minute. She wastes no time in waiting for bells; in getting the work started after an intermission; in getting materials ready; in letting the children dawdle around in coming to class, going to their seats, or to the blackboard; or in any number of ways in which the working time of the school day is so disastrously cut.

A minor criticism offered against written expression in the lower grades is one of writing. That, however, can easily be met by using manuscript writing. Children can, and do overcome the handicap of not being able to write in six weeks,

and even in less time, when they are taught manuscript. This matter is discussed later under written expression in the primary grades.

Oral Expression in the Kindergarten

Miss Tandy, kindergarten teacher in the Lockwood School, Webster Groves, Missouri, was greatly impressed from time to time with the original stories which the children in her kindergarten told during the story period, and at other times during the day. She finally decided to write them down as they were told and to make a collection of them. She corrected errors in English as they were made. Otherwise the stories as dictated were taken down in "school teacher's shorthand" which, as every primary teacher knows, bears no relation to the regular pot hooks, but is a series of abbreviations, lines, scrawls, and marks which can, usually, be read later by the person having written them. The stories were then copied on a giant type typewriter and each child was given one to put into a booklet to take home.

Five of the stories follow:

A LITTLE GIRL'S BIRTHDAY PARTY

Once a little girl went out and she got her bicycle out of the garage and rode it up and down the block. Then her mother called her and she came in to eat her birthday cake with all her friends. After her birthday she played with all the girls and her bike and scooter. After her friends went home she played with all her presents.

—Virginia Rodriguez.

HALLOWEEN

Once upon a time there was a little girl. She went out with her daddy to get a pumpkin, they got it and brought it home. They then put a face in it.

The next day was Halloween. They went down the cellar to get the pumpkin they had made the day before. They went upstairs and put it on a table. They put on false faces and went out to frighten the neighbors.

They went all around, up and down two blocks. They went to somebody's house and rang the doorbell. Someone came to the door and they went in.

After that they went to someone else's door and rang the doorbell.

A LITTLE GIRL ON A FARM

A little girl went out to get some eggs for her mother and she watched her mother milk the cow. Then she watched her mother bring in the milk. There was a lot of stuff in the milk so she put it in the strainer.

Then she went out to play on her pony, she got off her pony and her mother called her

to eat dinner. After dinner she stayed in the house and at bedtime she undressed and went to bed.

The next morning she got up and ate her breakfast and played with her pony. She got off the pony and put it in the stable. Her daddy then came in and went to the garage. He got out of the car, locked it, and went into the house. She went up to her daddy because he had brought her a balloon, and little doll, and a buggy for the little dolly.

—Waltre Hoenre

—Don Gaines

A LITTLE BEAR AND A BLUE BUTTERFLY

Once upon a time there was a little bear and he belonged to a zoo. The zoo was going to move to some other town and so while he was on the train moving the little bear got out of the cage and he tumbled down on the track. He tried to catch the train but he couldn't catch it.

A little boy and girl came along and they took him home and kept him until he was a great big bear. So then they sold him to another zoo and put him in a cage with his mother.

Then after he got put in that cage and was big enough, his mother said he could go off and do anything he wanted.

He got lost and an old man came through the woods and took the bear over to his house and gave him something to eat and told him he could stay there until he was dead. And when this little bear was dead they took off his coat and made woolen things out of it.

One day a little blue butterfly came and he was very tired and hungry, he hadn't had anything to eat for a year, and he found a piece of bread and some cotton on the ground. The butterfly made a bed out of the cotton, brown cotton from the bear. He slept there as long as he was tired. Then he went to the river to get a drink and he made his home in the ground and he lived there always.

—Virginia Dickison

—Jane Gribble

A SAILBOAT

There was a sailboat that was in the river and one day it stormed. There was another sailboat and it was in the storm too. One of the sailors threw a rope up and tied the sailboat to the shore.

The sailors got into the boat and they went floating away. The sailboat came in sight of a big steamer. The sailboat passed the big steamer and sailed to another place where people wanted to ride on the boat.

The people got in the boat and sailed away on the other side of the river and came back. One of the sailors was waiting for them, and the sailor that was taking them threw out the rope and the man waiting for them took the rope and tied it to a great big iron pipe.

Those people got off the boat and went to their cars or buggies and rode home.

—John Wolfe

—Mary E. Krimmel

—Don Gaines

It will be interesting to note any changes that may take place in the kind of stories told as the children have more experiences in kindergarten and as they grow in proficiency.

Not only are the children given a chance in this kind of language work to make mistakes and to learn thereby, but they are given the opportunity to use their imagination. Occasionally two or three children collaborated with rather interesting results.

Judging from the reports received, the parents were delighted with the booklets. As each child had either told a story, or helped in the telling of one, every child in the morning session of the kindergarten was represented.

Oral and Written Expression in the First Grade

The oral expression work done by Mrs. Burton, first grade teacher, Home Heights School, Overland, Mo., was started February 11, 1932, with the children who entered school for the first time February first. There were thirty-two children in the room—16 1B's and 16 1A's. Only the work done by the 1B's is being reported. The children were asked to tell any original story they wished. At first it was difficult to get an original story as the children were not only doubtful of their own ability, but The Three Bears and The Three Pigs seemed to mean "stories" to them. After much encouragement several children caught the idea. Three examples are given below:

My sister was sick. I didn't want to come to school. I wanted to stay home and play with my sister. I have a cold. That's why I didn't want to come to school.

I have a baby. Her name is Berenice Jewel Peden. We have a little brother named Robert. I have a big brother, Allfred. I like my little baby sister. I like my big brother, too. One time I went to a girl's house. We used to have a dog. His name was Princie. He died.

I am a boy. My name is Leo Geil. I live at 2909 Walton Road. I live in a big house. The house is yellow. It has a front porch and a back porch.

As a story was being told the teacher wrote it on the board in manuscript writing. If an error in English occurred, a correction was made and the children's attention was called to the corrected form on the board. After the story was written the child was asked to read it to the class.

Obviously he had no difficulty since he had just dictated it himself. By February 17th the entire class was telling stories. The following are representative of the type dictated at that time:

One day I went to California. My mother, my father, my sisters and my brothers went, too. We went in a car. We saw cows, horses, pigs, and some grass and big wolves. A man fed them. The man went away and some dog got in and got them. The man found the dog and killed it.

One day I went out to the flying field. We saw a green airplane and it would not start. They had to get out the little red tractor. All the rest of the airplanes started and one of the little army planes wouldn't go. They spun it and spun it, and it would not go. Then they put some gas in it and it wouldn't go. So they let it *set*.#

One time I went to the Air Field and I saw a white airplane. I saw blue planes. None of them would go so they sent a tractor after it.# They pulled them in the garage and put some oil in them and then some man blew a horn and that *is*# time for all to go up and that's all of this.

One time I went to the show. I saw Tom and Jerry. Tom was a great big kid and Jerry was a little kid. They were sleeping and snoring and Tom got up and *blowed*# the bugle in Jerry's ear and Jerry went round in the circle. Then they started being soldiers. They fell in a river. Then a great big black horse stretched out and Jerry and Tom got on *their*# back and then they fell in the river.

My grandma brought me a pretty book. It had pretty pictures in it. You look over them and see what you want for Christmas. I want a car but we haven't much money. Dad works for a shoe company and *don't*# get much money.

I go to school. My sister goes to school, too. My little sister stays home. We have a sand table at school. It has a little house *to*# it. I am good in school.

I had a dog. It died. We buried it in the back yard. I went to give him his supper and he was in the basement *laying*# by the steps. It was in the summer time.

The interest in the work continued to grow. A month later, March 15th, the children were not only dictating and reading their own stories, but they were reading each other's as well.

On March 25th a new feature was introduced. The children had learned manuscript writing by this time and began copying their stories from the board. It was about this date that their great interest in the apostrophe became apparent.

The original errors appear as dictated. The teacher discussed the corrections and changed the English and sentence structure when necessary.

April 4th several children began trying to write their own stories. The work during the past weeks had clearly shown that certain phrases were used over and over, so Mrs. Burton put a list of these phrases on the board: I have, one day, last night, my girl friend, I will, yesterday I went, my mother, and such words as—Saturday, Sunday, brother, sister. Whenever a child needed one of these phrases or words he copied it from the list. When he was unable to spell some other word he needed he left a blank. As soon as the teacher had time he told him how to spell the word, and wrote it in a "dictionary" for him. Later the stories which follow were written without any help from the teacher:

Tomorrow is my aunts' little babys' birthday. My mother made her a little dress.

I have a little sister. Her name is Ruby. She has blue eyes. She has white hair.

Last night I went to a boy's house and I had a good time there. I drank some soda. It was good.

One day my daddy went to the fair. He brought us a bracelet. They are pretty bracelets. We like our daddy.

Once there was a little girl and her name was Helen. Her mother asked her to go to the store and she stamped her foot. When her birthday came, her mother didn't give her any party. It was me.#

When I get home from school I dress myself, and I put my coveralls on.

Sunday I went to the country. I saw pigs, cows and horses and many pretty birds.

Yesterday I went to my grandma's. She gave me a ball. The ball was red. I like the ball.

Anyone familiar with the average high school student's lack of knowledge of the rules of punctuation will not be too critical of the attempt to use the apostrophe and period made by these six year old children who have been in school but two months.

As would be expected the comma proved troublesome. Only two children attempted to use it.

Yesterday when I was outside to play in the snow, we got some icicles. We wrote our names with icicles. It was fun.

Sunday, I went to the show. I saw cowboys and Indians. The people laughed in the show.

Like the apostrophe, the quotation marks became very popular as soon as the children heard about them. No corrections were made in the punctuation of the following stories.

Last night I said, "Mother where is the school picnic?" My mother said, "Ruth, you are too silly." I said, "Mother when is the picnic? Mother—today?" She said "Ruth school will be soon out."

My little dog is going to die. My biggest sister said, "I think that he got a hold of some poison. He can't even move."

One day a man rode an automobile. He bumped into a tree and got all dirty. He fell in the ditch and went home and told his wife. She said, "don't go to work tomorrow." So he went and got his hair cut. And that was the end of it.

Last night I went to my friends and I said to August and Louise, "Lets play cowboys and Indians."

The examples given in this article represent the work of the members of the entire class and not one or two exceptionally strong pupils.

Original Poetry

Some interesting poetry was written in the first and second grades: This poem was written by a boy in the 2B.

If March comes in like a lion
And goes out like a lamb,
Who has seen the lion?
Who has seen the lamb?

Many teachers feel hesitant about trying to get the children to write poetry because they feel their own limitations, or what they think is their limitation. Many more people could enjoy expressing themselves in poetry than do, if they would try.

Just how does one go about getting a class to write a poem? There are many ways. One is: Take any given interest of a child, or of a group of children. Find some poem dealing with the subject. Read it to the children, or let them read it themselves if it is not too difficult. Then say, "Don't you think it would be fun to write a poem yourself?"

There is usually little difficulty in arousing great interest in the matter—in fact, children very often ask to write poetry but are discouraged by the teacher—and when the interest is there say, "Someone give me the first line." That first line gives you your rhythm. From then on it is a matter of rhyming or making a series of interesting, rhythmical statements.

To illustrate:

Suppose the children wanted to write a verse about health. The first line suggested might be: "You should get lots of sleep, if you want to be healthy."

See footnote—page 218.

After writing this on the board exactly as given, you might say, "Could you use the same words, yet change them around, so that the sentence would be smoother?"

"Someone will suggest, 'If you want to be healthy, You should get lots of sleep.'"

Then ask, "What else should we do to be healthy?"

Someone will be smart enough to say, "Drink plenty of water."

The poem now reads:

If you want to be healthy
You should get lots of sleep,
Drink plenty of water

Then comes the tricky last line. Someone will suggest,

"And eat plenty of vegetables."

Read the verse from the beginning,

If you want to be healthy,
You must get lots of sleep;
Drink plenty of water,
And eat plenty of vegetables.

The teacher might ask; "What's the matter?"

The children will immediately sense the lack of rhythm and will agree that the last line is wrong.

Then the teacher might ask: "In this verse which two lines are going to rhyme? Is there any word in the last line which rhymes with 'sleep'? Can you rearrange the words so that 'eat' comes at the end of the line?"

"And plenty of vegetables eat."

"Now the rhyme is right, but the rhythm is wrong. We seem to have too many words. Can you think of one word which tells us what kind of vegetables we should eat that we can use instead of 'plenty of'?"

"Yes, 'fresh' or 'green'. Either one would do."

The verse is now completed and reads:

If you want to be healthy,
Gets lots of sleep;
Drink plenty of water,
And fresh vegetables eat.

Although good poetry may be developed by the group, the unusual poems will come from the individuals who have a gift for writing poetry. As the interest in the subject increases, these individuals will bring you their compositions. You may be harboring a real poet and not realize the fact. Be satisfied with very simple

jingles at first. If you keep working, you and the children will be surprised and delighted with the results. Remember poetry does not necessarily have to rhyme. A first grade pupil dictated this:

See the leaf upon the water,
Like a boat upon the water
Floating down the running water.

This child was very fond of Hiawatha.

In a second grade the first poem that the children ever wrote was written in the following way:

Teacher: Have you children ever written a poem?

Pupils: No.

Teacher: Wouldn't you like to?

Pupils: (In a chorus) Yes.

Teacher: Then let's write one. What do you want to write about?

Boy: The flag.

Teacher: Fine. Give me the first sentence. Say anything you want to about the flag.

A Boy: This is the American Flag.
(teacher wrote as dictated)

Teacher: Now give me the next line.

Girl: See it wave in the air;

Teacher: Now, the next line. Say anything you want to about it.

A Boy: It is my flag.

Teacher: Now comes the hard part—the last line.

(There was no idea of rhyme or rhythm, so at this point both were explained and discussed. The children were told that the last word in the last line was to rhyme with air. The children suggested "there, 'fair,' and 'hair.'")

At this point a little girl said—

That is waving up there.

The whole poem then read:

That is the American flag,
See it wave in the air;
It is my flag,
That is waving up there.

It is well to bear in mind that creative expression depends upon mood and that children as well as adults have a right to be temperamental. There may be days when there seems to be little poetry in the soul of any of the children. Little is ever gained by trying to force a situation. Rather, the teacher should be sensitive to the value of what is taking place around her and take advantage of any sponta-

neous expression that she may hear. The key for creative expression may be given her by some child who is mumbling to himself in long swinging sentences or rhythmic repetitions.

In conclusion:

When a child is given a chance for free oral expression, he is not only giving expression to his own worthwhile and inter-

esting thoughts, but he is increasing his vocabulary, and thereby gaining a greater skill in expressing himself. Later when he begins expressing himself in writing he is then learning to read; learning to spell, learning to punctuate; learning to use the tool of writing; and best of all, he is experiencing the joy of creating something of his very own.

Responsibility

Clarence Worley.

THERE WAS once a successful school teacher whose career had been based upon the hypothesis that there are no bad boys. "So-called bad boys," she was wont to say, "are not really bad; it is merely that their energies have been misdirected."

As they scan the headlines in the day's news, perhaps there may be at least several school teachers who get a picture of a schoolroom they may once have seen in actuality. America's bad boys, the gangsters, may once have had their prototype in a schoolroom somewhere in this same America. Just as their energies were then misdirected, so today they are spent in some lawless business.

Blame it on the war—perhaps.

Maybe it is prohibition.

Or our jury system is at fault.

Granted that these may have contributed to the pageant of crime and lawlessness.

Yet there remains that picture of the schoolroom with its culprit whom the teacher never quite got next to; who always so unreasonably violated every ruling; who finally quit either at the request of school authorities or of his own willing, stomping out for the last time to the tune of the teacher's grateful heartbeats.

For every gangster, for every public enemy, is there not some teacher who has failed to catch a glimpse of his or her greater mission; a home that has fallen short of being a home; a parent who did not or could not accept his or her responsibility? Is it not true that we do thrust the burden of our sins on those who come after us? And must not we, ourselves, lie in the bed of our own fashioning?

Growth Does Not Wait

THERE CAN be no moratorium in education just as there can be no moratorium in the passing of the years.

The sands of time will flow

Whether we will or no.

"Growth does not await our convenience. The roaring loom of time relentlessly weaves the fabric of life. The fertile fields of youthful minds will not lie fallow. They will yield abundant

crops whether it be the golden grain of character or the noxious weeds of idleness.

"The children of today must not be suffered to subsist upon drops which drip from the cup that runneth over and upon crumbs which fall from the table of plenty. They must drink from the fullness of the fountain and they must share the bread of life."

—Roy Ellis, Pres. Sw. Mo.
Teachers College.

Dangers in Teaching Citizenship

Frank Thompson

THIS QUESTION of teaching citizenship is rather abstract to say the least! This always calls to my mind that other much-discussed contemporary subject—"sex-education." We can admit unequivocally, I believe, that our attitude toward these abstract, and yet concrete phases of life, do much to determine the philosophy we shall adopt as a chart for our lives. In fact its power is so very great that it can be exceedingly dangerous. It is a high explosive; if handled correctly it will annihilate the enemy; if bungled, it will annihilate the handler. The first implies an exacting knowledge; the later proves a tragedy due to lack of mastery.

So it is with teaching character, citizenship, or virtue. Should we tell our students that to be a good citizen they must be honest, virtuous, trustworthy, punctual, loyal and so on? Well, I presume good citizens do possess these qualities, but how, in a direct method, should honesty, for instance, be taught? Should we say, "Honesty pays"? Very well, your critical student will say, "but does it?" Did not Jacob rather best his employer by a questionable method? How about the "good soul" who is traded "afoot" by the shrewd fellow? Does "honesty pay" in this case? The church at one time frowned on usury; but now, I believe, some clergymen are so fortunate as to be able to loan money. Therefore, can we claim honesty to be static? Does honesty, as Bob Acres declared of valor, "come and go"? Here are a few of the problems which confront one in the teaching of these qualities of citizenship, or character, by the direct method.

Isn't it possible that we can place too much stress on the direct method? We must, of course, admit that crime is throwing a challenge into the very teeth of our political and education leaders. We must also admit that those forces opposed to democracy, as corruption and ignorance, are throwing down the gauntlet of battle to those interested in preserving the political equality of man. We must produce citizens, strong citizens, to solve these problems. And I believe that we are doing just this very thing, but not due to any direct method of instilling into them honesty, loyalty, and so forth.

These students, or young citizens, today seem to me to be embryonic critics; if true, what a blessing! But I don't believe a critic can become a critic by any short-course method. I believe critics are developed, and are not such by sudden conversion. To show that I believe our students are developing a critical attitude I shall illustrate. Some of my students can not understand why our govern-

ment should not belong to the League of Nations because of the expressed reason of staying out of foreign entanglements, while at the same time our representatives "sit in" at all world conferences of any importance. Now does it not seem that this attitude really presents constructive citizenship? Also, does it seem that the direct method of rote learning, or presentation, of characteristics of a good citizen would accomplish such an end? Again, not many weeks ago, some of my students, on reading of important bills pending before our State Legislature, desired to present their views of said bills by letter to their representatives. I should say those students possessed honesty, loyalty, and leadership simultaneously. This is what I mean when I say constructive citizenship; and, I repeat, it is not accomplished by citizenship projects as such.

Then, this problem of crime. Our direct citizenship project presents honesty in a very realistic manner—look at the penitentiary; if you students aren't honest, in it you shall go. But, the minute one presents honesty in this manner, he has impressed those students that they are all potential criminals! He has, as the itinerant evangelist with his saddlebags, dangled his listeners over the flame. Well, judging from the results of our fiery missionary, I should say his methods did not click 100%, no, nor even 98%! Nor will the same method today bring any better results. One can scare students, but when one lessens the pressure, the student, being very human, will "backslide." No, we can't build character, or citizenship, by such methods. Why not let the student unconsciously develop the philosophy that honesty really makes a man more contented? If the student arrives at such a conclusion, won't it be the more enduring because of the reason it has grown to be a real part of him?

So I believe that one should beware of presenting the qualities of character, or virtue, as garments that can be acquired at any moment and in all sizes. These qualities, to carry the figure, are not "hand-me-downs" but are "custom made." We should strive to develop constructive citizens: citizens that have a critical and creative attitude. Everyone is aware of this need. One can listen for hours to our citizens deploring the present situation of our nation. But any one can deplore. I once saw a mule on a hot day who deplored his condition of servitude; but after critically eyeing "conditions" as they were, and despite the very audible instructions of his master, he went from that state of the critical to that of the creative. So let it be.

SUPERINTENDENTS—SUPERVISORS OF MUSIC TAKE NOTICE!

ALL-STATE ORCHESTRA

Professor J. C. Brandt, Director of Music, S. E. Mo. Teachers College at Cape Girardeau, will have charge of the All-State Orchestra at the St. Louis convention of the M. S. T. A. this year.

Professor Brandt wishes to urge all the Superintendents of Schools and Music Supervisors, who have not already done so, to send to him a list of players at once. He hopes to have all players selected by September 25th at which time he will distribute parts.

The program this year will be made up of

1. Symphony, No. 1 (C Major) by Beethoven.

Adagio Molto—Allegro con brio

Andante Cantabile con Moto

Menuetto—Trio

Adagio—Vivace

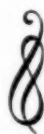
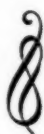
2. Suite de Ballet . . . by Gluck-Mottl

Iphigenia in Aulis

Orpheus

Armide

Finale



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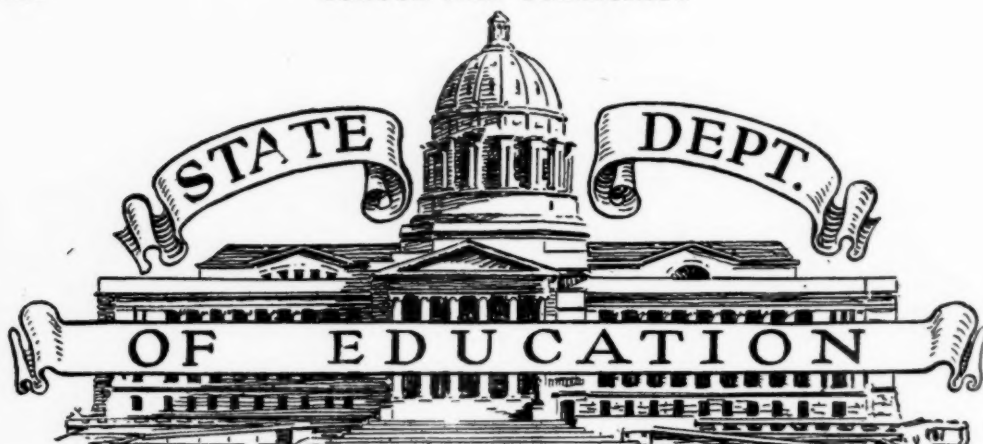
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INFORMATIONAL NOTES CONCERNING COUNTY CHORUS SONGS

Virginia Meierhoffer, State Supervisor of Music.

"FOLK MUSIC IS the soul language of the peoples. Through the folk song, the inherent poetic, musical, religious, and national traits of various races have been best expressed. The World War tore one little nation from another, and joined each to others, but the individual suffering and trials, the hopes, the fears, the ideas, the feelings of each are plaintively heard anew when they sing their old folk songs. The folk song reflects, not only the soul and story of the peoples, but also the physical characteristics of the country, its climate, its soil, its seas, its rivers, its mountains, and its physical life."

—Frederick Tristram Egner.

Many folk songs have been included in the lists of songs for county chorus. This is done because these songs are popular with children and are comparatively simple to teach. They are never long or difficult. A little information concerning the county chorus songs adds considerably to the child's interest.

Music which has grown up among the common people and has been a part of their lives for generations is called folk music. These songs have been spontaneous, and in some cases were sung for years before they were recorded. Folk dances are the twins of folk songs and in earlier days always went together. Every country has its folk music, and with all countries there are points of similarity. The following types of songs are found in the music of all peoples: Joy, work, play; nature, love, religion, patriotism, lullabies, humor.

The following songs for next year's county choruses may be classed accordingly:

Loch Lomond	} —Love
Oh Susanna	
Sweet Nightingale	
Weel May the Keel Row	
Lullaby	} —Lullaby
Mother's Prayer	
Rock-a-bye	

Thanksgiving Prayer	—Religion
Morning Song	—Work
The Hills of Tyrol	—Patriotism
The Humming Bird	—Nature
Dance Song	—Play
Are You Sleeping	—Humor

Folk songs show the national characteristics of the people who made them. If people have suffered from political oppression it is shown in their songs; if people have lived under a stable government and pleasant living conditions a happy spirit is found in their music.

Three outstanding factors have brought about distinctive differences in the folk music of various countries, namely, political situations; geographical conditions, and racial characteristics.

The influence of geographical conditions, such as sea, mountains, plains and valleys, upon folk music is striking. An excellent example of the influence of mountains is found in the song *The Hills of Tyrol*. Tyrol is noted for its beautiful Alpine scenery.

"Yodels" are a type of music expression found among mountain people. The singer constantly raises and lowers his voice, often making large skips. These songs are an important feature of Tyrolian music.

Before the World War, Tyrol belonged to the Austrian Empire. By the Treaty of Saint Germain, September, 1919, Northern Tyrol was retained by Austria, and Southern Tyrol was ceded to Italy. One of the chief amusements of the Tyrolese is their peasant plays of which music is an important feature. The villagers work for months in preparing a play which tells something of their life or history.

The song *The Humming Bird* is another Tyrolian folk song.

Every land has many folk songs which take their names from rivers, lakes, or mountains. *Loch Lomond*, a Scotch folk song is about the lake and mountains of Lomond.

One of the most striking examples of the influence of political conditions on folk music

is found in the negro spirituals which bear musical witness to the tragedies of slave days.

Many of America's patriotic songs were written during wars, for instance, *Yankee Doodle*, during the Revolutionary War, and the *Star Spangled Banner* during the War of 1812.

The influence of racial characteristics in music is one of the most interesting factors. Love of romance, poetry, dancing, and gayety is common among the Latin race. The music of the Teutons shows a stolid plodding nature. Many of the songs of England, Ireland, Scotland and Wales are practically the same. *The Keel Row*, a boat song, is sometimes marked English Folk Song, and other times, Scotch Folk Song. It bears characteristics of each. The Scotch word "keel" refers to ship, thus the title means, "Well may the ship sail."

While there are similar factors found in the music of the people of the British Isles, there are also vast differences. The English people, due to their forms of civilization and government, have had a secure home life and have created many happy songs. Singing games such as "London Bridge Is Falling Down," "Looby Loo," and "The Mulberry Bush," are popular with grown people as well as with children. These games are often survivals of ancient popular ceremonies and commemorations dating from before the time of Queen Elizabeth.

Morning Song and *Sweet Nightingale* are English Folk Songs from the days when Merrie England was an agricultural country rather than the industrial country of today.

The folk music of Scotland is easily recognized because of its characteristic rhythms and unusual melodies. Their songs reflect a love of home and country, an independence and loyalty which is characteristic of that nation. Robert Burns has written words to many of the best known Scottish songs.

The rhythm of Scotch music is different because of the so-called "catch" or "snap" in which a note of short value is followed by a dotted note of greater value, or the exact opposite, for example, in *Loch Lomond*, the last lines of the verse and the chorus.

The song *Loch Lomond* is about a lake, called Loch Lomond, located a few miles northwest of Glasgow. The English meanings of the Scotch words in this song are:

bonnie—pretty
braes—the slope of a hill
loch—lake
gae—go
Ben—mountain
gloaming—twilight
kens—knows
nae—no
waeful—woeful
frae—from
afore—before

Lullabies are found among the folk songs of all countries. While they may be different rhythmically and melodically, yet all have the characteristic lullaby swing. Three of the county chorus songs are lullabies. They are *Rock-a-bye Baby*, *Lullaby*, and *Mother's Prayer*.

Rock-a-bye Baby is one of the oldest and best known lullabies.

Lullaby is from Lithuania. This country, located west of Poland, was for years under Russian control, during which time her language and folk music were suppressed. As an outcome of the World War, Lithuania has become an independent nation, and a new school of music has arisen. Many of the beautiful old folk melodies are now being revived.

Thanksgiving Prayer is a religious folk song from The Netherlands. It is said that this song was brought to America by the pilgrims and was sung after they landed at Plymouth Rock. The people of The Netherlands were strongly affected by the Reformation and because of their Protestant religion, suffered under the rule of Philip II of Spain who was a Catholic.

Denmark, oldest of the Scandinavian nations, is a country of meadows, moorland and beach bordered lakelets. Dairying is the leading industry of this small country. The people are well educated and are great lovers of poetry and music. Denmark treasures in its literature a body of about 500 ballads originally composed about 1300 and 1500. Festivals are popular with young and old, at which time dancing and singing are important features. Perhaps the folk song *Dance Song* has been sung at some of these festivals.

The Danish people are proud of their songs, and in the schools all girls and boys are taught to read music and learn all of their country's folk songs.

The round, *Are You Sleeping*, is of French origin. Years ago, music was written for just one voice. Until about 1300 A. D., all songs were written in one part. About that time composers discovered that voices could be combined. They found that they could use one melody for all the voices and yet could have variety by allowing each voice to begin singing at a certain point after the first voice was well started. These songs were called rounds.

A song written in the style of a folk song where the composer is known, is called a composed folk song. *Oh, Susanna*, written by Stephen C. Foster, is a well known American song. Mr. Foster was born in Pittsburgh, Pennsylvania, in 1826 and died in 1864. He had no formal musical training, yet composed about 125 songs. Nearly a fourth of these are negro songs, the others are sentimental ballads.

In Bradford, Iowa, there is a little brown Congregational church. This little church is known all over the world because of the song *The Little Brown Church*, which was written about it. In 1857, Dr. W. S. Pitts visited in Iowa, and stopping at Bradford, Chickasaw County, was inspired with the beautiful scenery of the Cedar River Valley and the little brown church at Bradford. He later wrote the words and music of the song, *The Little Brown Church*.

The words of *America* were written by Rev. Samuel F. Smith, in 1832. He discovered the folk tune in a German song book. The same tune is used by the British in their national anthem, "God Save the King."

The county chorus songs for this year are:

Rock-a-bye Baby
Mother's Prayer
The Humming Bird
Sun and Stars
Dance Song
Sweet Nightingale
Morning Song
Are You Sleeping

Lullaby

Oh! Susanna
Thanksgiving Prayer
The Hills of Tyrol
The Home Road
The Little Brown Church
Loch Lomond
Weel May the Keel Row
America

QUARTERLY EXAMINATION QUESTIONS

THE STATE DEPARTMENT of Education cannot this year furnish quarterly examination questions for the A and B classes of rural elementary schools. This is because of a lack of funds for printing. Instead of sending out a copy for each pupil, these quarterly questions will be prepared by the State Department of Education and printed in School and Community so that teachers may use them in whatever way seems most practicable. Mimeographed copies may be made, or, where there are only a few pupils, carbon copies may be used. With some tests, e. g., true-false or selection, the questions may be read or placed on the blackboard and the pupils write the answer.

Name of Pupil _____
School _____ County _____
Grade _____ Test Score _____

ARITHMETIC—B Class—5th Grade

Suggested Time: 25 Minutes

A. After each problem, write the name of the process you would use to solve it, that is, add, subtract, multiply, divide.

- How many desks are needed for 6 rows with 8 desks in a row?
- At 5 cents each, how many car tickets can I get for 50 cents?
- A boy bought a tablet for 15 cents. What was his change from a half-dollar?
- At an average speed of 30 miles per hour, how long will it take to drive a car 150 miles?
- What does a teacher earn in a year, if she is paid \$125 a month for 10 months?
- If you pay \$5 for a sweater, \$4 for a hat and \$5.75 for shoes, how much money will you need to pay for all of them?
- A man's salary is \$3600 a year. What is his salary for one month?
- What is the average weight of 9 boys on a baseball team if their total weight is 710 pounds?
- Bob wants to buy 2 ties that cost 75 cents apiece. How much money does he need?
- If you know the number of pupils in each grade, how do you find the number of pupils in school?

B. Write the following numbers, dividing them into periods by commas:

- One million, seventy-five thousand
- Four thousand, five hundred sixty-five
- Twenty million, twenty thousand, twenty
- Five hundred seven
- Sixty-eight thousand, eight hundred seventy-five

C. Multiply:

- $\begin{array}{r} 572 \\ 73 \end{array}$
- $\begin{array}{r} 719 \\ 64 \end{array}$
- $\begin{array}{r} 548 \\ 95 \end{array}$
- $\begin{array}{r} 574 \\ 28 \end{array}$
- $\begin{array}{r} 238 \\ 82 \end{array}$

Divide:

- $31/2635$
- $61/5307$
- $71/4544$
- $71/3266$

Subtract:

- $\begin{array}{r} 7235 \\ 3786 \end{array}$
- $\begin{array}{r} 9046 \\ 5974 \end{array}$
- $\begin{array}{r} 2838 \\ 2769 \end{array}$
- $\begin{array}{r} 4695 \\ 3767 \end{array}$
- $\begin{array}{r} 4570 \\ 3898 \end{array}$

Add:

31. 49	32. 27	33. 57	34. 57	35. 84
58	53	79	63	83
93	50	78	36	27
89	74	69	65	97

D. Solve the following problems:

- A man earned \$25 for 5 days' work. How much did he earn each day?
- If you can buy 3 lemons for a dime, how much will a dozen cost?
- A girl wishes to buy a hat that costs \$4.75. She has \$3 and her mother will give her \$1. How much more money does she need to buy the hat?
- An airplane flew 2060 miles in 20 hours. What was the average rate of speed per hour?
- Mary is reading a book that contains 342 pages. She has read 187 pages. How many more pages does she have to read?

Key

ARITHMETIC—B Class—5th Grade

A. 1. Multiply; 2. Divide; 3. Subtract; 4. Divide; 5. Multiply; 6. Add; 7. Divide; 8. Divide; 9. Multiply; 10. Add.

B. 11. 1,075,000; 12. 4,565; 13. 20,020,020; 14. 507; 15. 68,875.

C. 16. 41,756; 17. 45,632; 18. 52,060; 19. 16,072; 20. 19,516; 21. 85; 22. 87; 23. 64; 24. 46; 25. 61; 26. 3,499; 27. 3,072; 28. 69; 29. 928; 30. 672; 31. 289; 32. 204; 33. 283; 34. 221; 35. 291.

D. 36. \$5; 37. 40c; 38. 75c; 39. 103 mi.; 40. 155.

Name of Pupil _____
School _____ County _____
Grade _____ Test Score _____

ARITHMETIC—B Class—6th Grade

Suggested Time: 25 Minutes

A. The following article appeared in a recent newspaper. In the spaces below the article, write in figures the amounts which are written in the article:

Steel Has Staying Powers

During July there was a net gain of sixteen active furnaces for pig iron with production at (1) one million, eight hundred nineteen thousand, four hundred thirty-eight tons or (2) forty-two thousand, one hundred sixty-six tons per day in June.

Electrical Output Increased

The output was (3) one billion, six hundred sixty-one million, five hundred four thousand kilowatt hours against (4) one billion, four hundred forty million, three hundred eighty-six thousand a year ago and (5) one billion, six hundred forty-four million, eighty-nine thousand two years ago.

- _____
- _____
- _____
- _____
- _____

B. Work the following examples:

Add:

6. 2,345	7. 514	8. 310	9. 5042	10. 693547
2,905	300	212	2648	149670
	816	407		
	113	339		
	746	729		
	275	878		
		217		

Subtract:

11. $7\frac{1}{6}$	12. 4.167	13. 5042	14. 9268	15. 85.60
4 $\frac{1}{3}$	2.25	2648	5399	26.77

Multiply:

16. \$1.20 by $6\frac{1}{4}$	17. $2\frac{1}{3} \times 2\frac{2}{5}$	18. 536
		486

19. 209
37

20. 341
269

Divide:

21. $9/19 \div 3/4 =$ 22. $32/2592$ 23. $18/16614$
24. $25/8 \div 3/5 =$ 25. $31/3 \div 22/3 =$

C. Answer the following questions:

26. Which is most, .4, .165, .39, or .059? -----
27. What does the abbreviation pt mean? -----
28. How much less than one is $1/4$? -----
29. Which is most, $3/4$, $7/8$, or $1/2$? -----
30. How many cubic feet in a cubic yard? -----

D. Solve the following problems:

31. On a vacation trip, Mr. Brown traveled 95.7 miles the first day, 76.4 miles the second day and 196.8 miles the third day. How many miles did he travel in the three days? -----
32. A quart of milk weighs 2.155 pounds, and a quart of water weighs 2.09 pounds. Find the difference in weight. -----
33. Mrs. Jackson divided the candy from four $11/2$ pound boxes equally among 8 children. What fraction of a pound did each child receive? -----
34. John earns \$20 each week. He spends $4/5$ of it and saves the rest. How much in all does he save in 6 weeks? -----
35. If Sam saves 15 cents a week out of his allowance, how many weeks will it take him to save \$5.85? -----
36. One day the rainfall in St. Louis was .45 in. On the same day, the rainfall in Omaha was .81 in. In which city was the rainfall greater? How much greater was the rainfall there? -----
37. A baseball team played 24 games this season and lost only 4 games. What part of the games it played did the team win? -----
38. Mr. Jones bought a new car for \$795. He received an allowance of \$225 for his old car and made a cash payment of \$200. If he paid the rest in five equal installments, how much did he pay each time? -----
39-40. Find the total amount of the following bills:

May	3	1 3/4 lb. cheese	@	.32		
	9	4 cans tomatoes	@	.23		
	16	1 1/2 lb. walnuts	@	.42		
	28	2 3/4 lb. butter	@	.44		
<hr/>						
Aug.	6	8 1/2 yd. muslin	@	.18		
	9	5 Turkish towels	@	.39		
	21	3 3/8 yd. satin	@	1.60		
	25	1 1/2 doz. buttons	@	.40		

Key

ARITHMETIC—B Class—6th Grade

- A. 1. 1,819,438; 2. 42,166; 3. 1,661,504,000; 4. 1,440,386,000; 5. 1,644,089,000.
B. 6. 5250; 7. 2804; 8. 3092; 9. 7690; 10. 843217; 11. $25/6$; 12. 1.917; 13. 2394; 14. 3869; 15. 58.83; 16. \$7.50; 17. $53/5$; 18. 260.496; 19. 7733; 20. 91,729; 21. $3/4$; 22. .81; 23. 923; 24. $43/8$; 25. $11/4$.
C. 26. .4; 27. pint; 28. $3/4$; 29. $7/8$; 30. 27.
D. 31. 368.9 miles; 32. .065; 33. $3/4$ pound; 34. \$24; 35. 39 weeks; 36. Omaha. .36 in.; 37. $5/6$; 38. \$74; 39. \$3.32; 40. \$9.48.

Name of Pupil _____ County _____
School _____
Grade _____ Test Score _____

ELEMENTARY SCIENCE—B Class

Suggested Time: 20 Minutes

- A. Some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements.

- 1. The whip-poor-will receives its name from its call.
----- 2. The whip-poor-will is a relative of the night hawk.
----- 3. The whip-poor-will is seen more often in open spaces and around cities, while the night hawk is seen only in thick wooded places.
----- 4. The night hawk lives entirely upon seeds and for that reason is not a friend of the farmer.
----- 5. The night hawk is active only at night.
----- 6. The purple martin belongs to the swallow family.

- 7. The purple martin is found only in the middle western part of the United States.
----- 8. The dragon fly is a water insect. It lays its eggs in the water of ponds or marshes.
----- 9. The seed bearing organs of a flower are called the calyx.

- 10. The stamens of a flower produce pollen.
B. This is a matching exercise. In column one are the names of some of the things you have studied this quarter. In column two are some characteristics or habits which belong to these things. Before each item in column one, place the letter in column two which appears before the statements belonging to it.

Column One

Column Two

- 11. moth a. Structure of front legs bent and adapted for catching insects on which it lives.
----- 12. mantis b. Mother carries young away in her mouth, as a cat does a kitten, when they are disturbed.
----- 13. whip-poor-will c. Is widely known as the devil's darning needle.
----- 14. dragon fly d. Belongs to the family of beetles and is so named because of its shapely body and attractive coloring.
----- 15. lady bird e. A beautiful insect resembling the butterfly in appearance.

- C. 16-20. Write the names of five local trees. Write one interesting fact about each which will tell how this tree may be distinguished from others.

Key

ELEMENTARY SCIENCE—B Class

- A. 1. T; 2. T; 3. F; 4. F; 5. T; 6. T; 7. F; 8. T; 9. F; 10. T.

- B. 11. e; 12. a; 13. b; 14. c; 15. d.

- C. 16-20. Give 1 point credit for each correct answer.

Name of Pupil _____ County _____

School _____

Grade _____ Test Score _____

HEALTH—B Class

Suggested Time: 15 Minutes

- A. Some of the following statements are true, others are not true. Before those statements which are true, write the letter T; before those which are false, write the letter F.

- 1. Regular and vigorous brushing removes particles of dead skin from the scalp.
----- 2. Dandruff is an incurable disease of the scalp.
----- 3. Muscles can be trained to hold the body in proper postures.
----- 4. Cold baths should be taken only in summer time.
----- 5. A characteristic feature of the bones of the foot is their arrangement into arches.
----- 6. The only way to cure flat feet is to wear a shoe with an arch support.
----- 7. High heels force the feet into unnatural positions.
----- 8. All the parts of the body grow and work best when habits of correct posture are developed.
----- 9. Good posture hinders blood circulation.
----- 10. Bad posture is ungraceful but has nothing to do with one's health.
----- 11. Changes of underclothing are not necessary for cleanliness if a daily bath is taken.
----- 12. Keeping shoes in good repair and paying attention to run-down heels will aid in posture and health condition of the feet.
----- 13. Hair easily catches dirt and dust.
----- 14. Posture is determined by muscles which control the position of different parts of the skeleton frame.
----- 15. Rubbers when worn indoors are unhealthful.

- B. 16-20 List 5 rules of the Health Game.

Key

HEALTH—B Class

- A. 1. T; 2. F; 3. T; 4. F; 5. T; 6. F; 7. T; 8. T; 9. F; 10. F; 11. F; 12. T; 13. T; 14. T; 15. T.

- B. 16-20. (Five out of the following eight.)

- (a) A full bath more than once a week.
(b) Brush the teeth at least once a day.
(c) Sleep long hours with windows open.
(d) Drink as much milk as possible, at least three glasses a day, but no tea or coffee.

- (e) Eat some fruit or vegetables every day.
 (f) Drink at least four glasses of water a day.
 (g) A bowel movement every morning.
 (h) Play part of each day out of doors.

Name of Pupil _____
 School _____ County _____
 Grade _____ Test Score _____

ENGLISH—B Class

Suggested Time: 30 Minutes

- A. Some of the following statements are written correctly, some are not. Before those which are correct write the word yes, before those which are not correct write the word no.

- 1. Mother gave it to me.
 ----- 2. Tom, he broke his leg.
 ----- 3. Please bring me a drink of water.
 ----- 4. He don't think he will come.
 ----- 5. Doesn't John look like his father?
 ----- 6. He went and hit the boy.
 ----- 7. When the dog had eat the biscuit, he begged for more.

- B. Read the poem carefully and follow the directions or answer the questions based upon it:

Sea Shell

Sea Shell, Sea Shell,
 Sing me a song, O please!
 A song of ships and sailor men
 And parrots and tropical trees,
 Of Islands lost in the Spanish main
 Which no man ever may find again,
 Of fishes and corals under the waves
 And sea-horses stabled in great green caves,
 Sea Shell, Sea Shell,
 Sing of the things you know so well.

8. Underline the best answer as to where the writer must have been when he "thought" the poem.

By the brook
 In the mountains
 At the sea shore
 On the lake

9. What letter is used more than any other one to begin words in the poem? _____

10. Underline the best answer as to the purpose of the poem,

to tell a story
 to make you laugh
 to give a pleasing rhyme representing the sea
 make you think you are a sailor

11. Underline the best answer as to where the things mentioned in the poem may be found,

in United States
 in Spain
 on the ocean
 in Asia

- C. Place a line under the words which should begin with a capital. Place a cross where a period belongs.

12-19 a mail order

to help in our study of birds, our class ordered some pictures from the Perry Picture Company we wrote a letter, made out a money order slip and then got a money order from the post office today the pictures arrived and we all felt proud that we had done the ordering ourselves.

- D. Fill in the blanks with the correct word.

20. A _____ expresses a complete thought.
 21. A _____ consists of one or more sentences on one topic.

22. In conversation, we often shorten words. We say don't for do not, I'm for I am. Such words are called _____.

The following things should be remembered in writing a composition:

23. Have _____ you want to say.
 24. Write about _____ small topic.
 25. Vary sentences by using _____ and exclamations.
 26. Do not use a sentence that does not tell something _____.

27. Keep to the _____.

- E. Write opposite each word the words for which it stands:

- | | |
|-------------|---------------|
| 28. aren't | 33. can't |
| 29. isn't | 34. shouldn't |
| 30. we'll | 35. we're |
| 31. doesn't | 36. it's |
| 32. I'll | |

- F. Following are some salutations and some complimentary closings. Before each salutation write the number of the appropriate complimentary closing for the same letter:

- | | |
|--------------------------|-------------------------|
| ----- 37. Dear Daddy: | 1. Yours truly |
| ----- 38. My dear Betty: | 2. Your loving daughter |
| ----- 39. Dear Sir: | 3. With love |
| ----- 40. Dear Grandma: | 4. Your sincere friend |
| | 5. Cordially yours |

Key

ENGLISH—B Class

- A. 1. Yes; 2. No; 3. Yes; 4. No; 5. Yes; 6. No; 7. No.
 B. 8. At the seashore; 9. The letter S; 10. To give a pleasing rhyme representing the sea; 11. on the ocean.
 C. 12-19.

a mail order

to help in our study of birds, our class ordered some pictures from the Perry Picture Company we wrote a letter, made out a money order slip and then got a money order from the post office today the pictures arrived and we all felt proud that we had done the ordering ourselves.

- D. 20. sentence; 21. paragraph; 22. contractions; 23. something; 24. one; 25. questions; 26. worth while; 27. point.

- E. 28. are not; 29. is not; 30. we will; 31. does not; 32. I will; 33. cannot; 34. should not; 35. we are; 36. it is.

- F. 37. 2; 38. 4; 39. 1; 40. 3.

Name of Pupil _____
 School _____ County _____
 Grade _____ Test Score _____

READING—B Class

Suggested Time: 25 Minutes

- A. Read the following story through once carefully but rapidly. Then follow the directions which are given you.

Mount Vernon

a. One of the most interesting places in America is Mount Vernon, the home of our first President. The old-fashioned house where Washington once lived is kept for all the people of our country just as it was in Washington's time. It stands on the Virginia shore of the Potomac River about sixteen miles below the city of Washington, the capitol of the nation which George Washington fought for and founded.

b. At Mount Vernon we see the tomb and the home of Washington. The house is, of course, interesting as the home of the Father of our Country. It is interesting, too, because it shows us how people lived in olden days on the plantations of the South.

c. As you walk through the rooms and look at their treasures—the books and furniture that Washington used; the china and the silver that gleamed on his table; the spinet on which Nelly Custis once played; the bed where Lafayette slept and the one where Washington died—you feel as if you were walking through one of the most interesting chapters of history.

d. You stand on the friendly veranda looking across the lawn and the deer-park to the broad river, and you recall the words in which Washington himself described his plantation: "No estate in the United States is more pleasantly situated—in a high and healthy country, in a latitude between the extremes of heat and cold, on one of the finest rivers in the world, a river well stocked with various kinds of fish at all seasons of the year, and in the spring with shad, herring, bass, etc., in great abundance. The borders of the estate are washed by more than ten miles of tide water, and the whole shore is one vast fishery."

e. The river was not only important in giving a beautiful situation and in providing food for the estate, but it also made the prosperous life there possible, since (in the days before railroads) it brought ships with goods from England to Washington's own wharf, and carried away the barrels of tobacco and other produce from his farm. Like other plantations, Mount Vernon was an independent community and produced most of the things used in the daily life of its people.

f. Today we see at Mount Vernon some thirty buildings. Next in interest to the "big house" itself is the kitchen, connected with the mansion by an arcade through which we can picture the servants passing proudly with great steaming platters in the old hospitable days. There was never a stove of any sort in that kitchen, but a huge fireplace where a dozen or more children might gather in

a comfortable group. The andirons held big logs, and kettles swung on iron cranes over the glowing fire. Great pieces of meat and rows of fowls were turned on spits above the flames while corn pone and potatoes were roasted in the ashes. Above the fireplace huge bunches of herbs and on either side stood piles of wood—oak, hickory, sassafras, pine, and gum—for just the kind of fire, quick or slow, that was wanted.

g. Other buildings in which the work of the place was carried on included the spinning house where sixteen spinning wheels whirled, the laundry, spring house, dairy, and ice house. There are, besides, still to be seen the butler's house, the gardener's house, green-house, storehouse, stable, coach house, salt house, smoke house, and carpenter shop.

h. Among the trades followed at Mount Vernon there were (besides carpentering, spinning, and weaving) blacksmithing, wagon and barrel making, boat building, tanning, shoemaking, and tailoring. In his diary Washington mentions riding to his mill; and again he speaks of helping to make plows and other tools. He also writes of burning oyster shells to get lime, and of making charcoal for use in the blacksmith shop.

i. We wonder how Washington managed to attend to all the affairs of his great estate, since he directed the work himself and often helped in one matter or another with his own hands. In summer he usually made the ten-mile round of his plantation before breakfast; and in winter he rose at four, lighted his fire, and did a day's work on his letters and accounts by candlelight.

j. The wild life about Mount Vernon was very plentiful, and on cool autumn mornings Washington sometimes went with his guests on hunting parties. We read of the flocks of wild ducks and geese that abounded, and of the wild turkeys that sometimes weighed thirty or forty pounds apiece. Large game, too, was plentiful—deer, foxes, and (as late as 1770) bears.

Here are the names of the paragraphs you have just read. Before each name write the letter which appears before the paragraph the name tells about. Read the selection again if necessary.

1. ---- Buildings Found on the Place
2. ---- How Washington Managed His Estate
3. ---- Reasons Why Mount Vernon is Interesting
4. ---- Location of Mount Vernon
5. ---- Treasures which the House Contains
6. ---- Washington's Description of His Plantation
7. ---- How the River Served the Community
8. ---- The Kitchen at Mount Vernon
9. ---- Trades Followed at Mount Vernon
10. ---- Amount of Wild Life about Mount Vernon

Without referring to the selection again fill in the blanks in the following sentences with the word (or words) which will make the statement correct:

11. The home of our first President was called ----
12. It is located on the ---- shore of the ---- River.
13. It is interesting because it shows us how people lived in olden days on the ---- of the South.
14. Today at Mount Vernon we see about ---- buildings.
15. In Washington's diary he speaks of burning oyster shells to get ----.

Place the letter T before the following statements which are true and the letter F before those which are false.

- 16. Small game was plentiful but there was little large game.
- 17. Washington had an overseer who directed all the work of the plantation.
- 18. In Washington's time many trades were carried on at Mount Vernon.
- 19. The kitchen at Mount Vernon was a separate building.
- 20. There was never a stove of any sort in the kitchen.
- 21. Mount Vernon was once one of the most beautiful places in America, but now it has fallen into decay.
- 22. The tomb of Washington was once at Mount Vernon but has now been moved to the city of Washington.
- 23. Mount Vernon is about fifty miles from Washington, D. C.

----24. Mount Vernon was once an independent community and produced most of the things used in the daily life of its people.

----25. Washington himself said that no estate in the United States was more pleasantly situated than Mount Vernon.

B. Read the following statements and underline the best reason for the statement:

26. Everybody should obey the signals of the traffic policeman because,
 - a. the policeman expects people to obey him.
 - b. the traffic policeman tries to protect everybody.
 - c. they may be injured if they don't.
27. Everyone should have his teeth examined by the dentist twice each year because,
 - a. it won't hurt so much if he does.
 - b. the dentist will help to preserve his teeth.
 - c. his teeth will look better.
28. We should not read foolish books because,
 - a. nothing worthwhile can be learned from them.
 - b. we can learn useful things from good books.
 - c. it is a waste of time.
29. I should not skip steps in coming downstairs at school because,
 - a. the monitors might report me if I do.
 - b. the handrails and steps are put there to be used.
 - c. I might fall and injure myself and others.
30. Children should put money in their savings bank regularly because,
 - a. other children save.
 - b. bankers want everyone to save.
 - c. they will have money when they need something very badly.
31. It is everybody's duty to respect his country's flag because,
 - a. soldiers and sailors respect it.
 - b. it is a beautiful flag.
 - c. the flag represents all our country stands for.
32. If we make a promise, we should keep it because,
 - a. a promise is a pledge and should be kept.
 - b. it is silly to change your mind.
 - c. the person to whom you make the promise is counting upon you to keep it.
33. People should not leave dogs and cats to take care of themselves when they go away for a holiday because,
 - a. the neighbors will say they are cruel.
 - b. the Society for the Prevention of Cruelty to Animals may hear about it.
 - c. animals are friends and should not be allowed to suffer without cause.
34. I should carry out faithfully the rules of the whole class or club even though I do not want to because,
 - a. as a member of the class or club, it is my duty to respect the rules.
 - b. I am only one of a group.
 - c. all the members of the class or club will be displeased with me if I don't.
35. When Mother wants us to run errands for her, we ought to obey because,
 - a. we can do them more quickly.
 - b. all members of a family should be helpful.
 - c. Mother can do something for us while we are running errands.

36-40. (Each correct answer counts 1/2-point).

- C. Here are ten words. Five of them belong to a radio, five to an automobile. Before the words which belong to an automobile place the letter A; before those which belong to a radio, place the letter R:
- | | |
|-----------------|-----------------|
| ----head phones | ----sedan |
| ----announcer | ----brake |
| ----motometer | ----speedometer |
| ----aerial | ----microphone |
| ----coupe | ----roadster |

Key

READING—B Class

- A. 1. g; 2. i; 3. b; 4. a; 5. e; 6. d; 7. c; 8. f; 9. h; 10. j; 11. Mount Vernon; 12. Virginia, Potomac; 13. plantations; 14. thirty; 15. lime; 16. F; 17. F; 18. T; 19. T; 20. T; 21. F; 22. F; 23. F; 24. T; 25. T.
- B. 26. c. they may be injured if they don't; 27. b. the dentist will help to preserve his teeth; 28. c. it is a waste of time; 29. c. I might fall and injure myself and others; 30. c. they will have money when they need something very badly; 31. c. the flag represents all our country stands for; 32. a. a promise is a pledge and should be kept; 33. c. animals are friends and should not be allowed to suffer without cause; 34. a. as a member of the class or club, it is my

duty to respect the rules; 35. b. all members of a family should be helpful.

- C. 36-40. R—headphones, R—announcer, A—motometer, R—aerial, A—coupe, A—sedan, A—brake, A—speedometer, R—microphone, A—roadster.

Name of pupil _____
School _____ County _____
Grade _____ Test Score _____

HISTORY—B Class

Suggested Time: 30 Minutes

- A. Some of the following statements are true, others are not true. Before those statements which are true, write the letter T; before those which are false, write the letter F.

1. The Dutch of the middle colonies preferred frame houses to brick.
2. The Southerners copied their houses from those they had known in England.
3. No food was used in colonial days except such as could be raised in the colony.
4. The New England people had richer food than the people in the Southern or Middle Colonies.
5. The kitchen was the most used room in the colonial house.
6. People in colonial times had poorer table manners than people have now.
7. Woolen curtains were hung on four-poster beds to protect the sleepers from cold.
8. In the early days of the colonies, chairs were the most prominent article of furniture.
9. The earliest floors were usually either bare or sanded.
10. The fireplace was the most common means of heating for many years.
11. Boards placed on benches often took the place of tables for serving meals.
12. All colonial children were trained to work.
13. Fruits and vegetables were more used then than now.
14. Butter and cheese were among the foods imported by the colonists.
15. Boiling or roasting was the method of cooking most used by the colonists.
16. Kitchen vessels had legs so that hot coals might be placed under them on the hearth.
17. Napkins were seldom used in the early days.
18. The Dutch served very plain, simple food as compared with other colonists.
19. The people of the South were more strict in the religious training of their children than those of the North.
20. For a child to be thoughtful and polite was considered of more value than for him to be merely educated.

- B. In the following, underline the group of words which makes the correct statement:

21. The earliest homes of the colonists were made of sod, dirt or logs because
 - a. the colonists had lived in houses of that type in Europe.
 - b. finished building materials and tools were scarce.
 - c. there was not time enough to build houses of any other type.
22. The early houses in New England were frame buildings because
 - a. the colonists had been used to houses of wood in their old homes.
 - b. lumber was more abundant in New England than stone.
 - c. the New Englanders did not know how to build stone houses.
23. Trundle beds were used for children because
 - a. they could be slipped under the large beds and save space.
 - b. they could be pushed up against the fireplace.
 - c. little children could climb into them more easily.
24. Much linen cloth was used by the colonists because
 - a. linen could be cheaply imported.
 - b. woolen clothing was not needed.
 - c. flax was grown on their farms.
25. The colonists did not have to depend upon any other countries for supplies because
 - a. they were richer than any other country.
 - b. they had learned to make nearly everything they needed in their own homes.

- c. they were so far away from other countries.
26. In the colonial home the spinning wheel stood by the hearth in the kitchen.

- a. so that busy women might not waste any time.
- b. because the fireplace was the heart of the kitchen.

- c. there was no room for it in other rooms.

- C. The following is a matching test. In the blanks in the sentences place the word (or words) listed below which will make the sentence correct.

27. The New England colonies had the _____ schools in the colonies.
28. The southern colonies had _____ public schools than New England.
29. In colonial days, girls received _____ education than boys.
30. Punishment in colonial schools was very _____.
31. The first college in the colonies was _____.
32. Women usually worked side by side with the servants in the _____.
33. In the _____ women rarely did much of actual labor.
34. One of the earliest things that a small girl was taught was _____.
35. Children were required to read the _____ from beginning to end many times.
36. In the homes of most families the labor of the _____ was necessary because of the great amount of work to be done.
37. In the early days time was measured with the _____.

Harvard	first
fewer	Bible
severe	hour glass
North	clock
children	South
carpenter work	best
less	Yale
more	mild
ABC's	fine sewing

- D. Fill in the blanks with the word (or words) which will make the statement correct.

- 38, 39, 40. The three outstanding building features of the Southern home were a wide _____ through the center of the house, a _____ separated from the rest of the house, and one or more _____ on the first floor.

Key

HISTORY—B Class

- A. 1. F; 2. T; 3. F; 4. F; 5. T; 6. F; 7. T; 8. F; 9. T; 10. T; 11. T; 12. T; 13. F; 14. F; 15. T; 16. T; 17. F; 18. F; 19. F; 20. T.

- B. 21. b. finished building materials and tools were scarce; 22. a. they had been used to houses of wood in their own homes; 23. a. they could be slipped under the large beds and save space; 24. c. flax was grown on their farms; 25. b. they had learned to make nearly everything they needed in their own homes; 26. a. so that busy women might not waste any time.

- C. 27. first; 28. fewer; 29. less; 30. severe; 31. Harvard; 32. North; 33. South; 34. fine sewing; 35. Bible; 36. children; 37. hour glass.

- D. 38. hall; 39. kitchen; 40. bedrooms.

Name of Pupil _____
School _____ County _____
Grade _____ Test Score _____

GEOGRAPHY—B Class

Suggested Time: 25 Minutes

- A. Fill in the blanks in the following sentences with the word (or words) which will make the statement correct:

1. The three largest countries in North America are _____, _____, and _____.
2. The country lying just north of the United States is _____.
3. North America has a varied _____ because it extends so far north and south.
4. Most of the United States and Canada lie within the _____ zone.
5. The greatest food producing area of our country is in the northern portion of the _____ River Basin.

- B. Some of the following statements are true, others are not true. Before those statements which are true write the letter T; before those which are false write the letter F:

6. The distance from north to south of the United States is greater than that from east to west.

7. The West Indies are considered a part of North America.
8. Nearly all of the area of the North Central States is drained by the Mississippi River and its tributaries.
9. The Great Lakes form the least important waterway of our country.
10. Railway building in the North Central States has been easy because of the level plains and gentle slopes.
11. Most of the soil throughout the North Central States is deep and rich.
12. The large number of cities in the North Central States helps to make dairying profitable.
13. Meat packing plants are more numerous along the Eastern coast of the United States than in the North Central States.
14. Minnesota ranks first among other states in the manufacture of rubber products.
15. The distance from the Atlantic to the Pacific Coast is about 3,000 miles.
16. All important industries can be carried on in the United States.
17. The parts of North America far from the oceans have very severe winters and cool summers.
18. The Rocky Mountains are a part of the Appalachian Highland.
19. Along the Pacific Coast the mountains are close to the ocean.
20. Chicago is now the greatest railway center in the world.
21. At least 150 days free from frost are necessary for successful corn growing.
22. Coal is usually carried to the iron mines for manufacturing rather than iron being carried to the location of coal.
23. Nine of the twenty-five largest cities in the United States are found in the North Central States area.
24. A small part of the Black Hills region extends into Missouri.
25. Topeka, Kansas City and Omaha are the chief wheat marketing centers of the North Central States area.
- C. Underline the word, or group of words, within parentheses which makes the statement correct.
26. Iowa is noted for (tobacco, salt, apples, corn).
27. (St. Louis, Springfield, Illinois, St. Joseph, Detroit) is noted for the manufacture of shoes.
28. (Missouri, Minnesota, Michigan) makes more automobiles than any other state.
29. North America is (first, second, third) in size among the continents.
30. North America contains (two, three, four) important highlands.
31. Spring wheat is sown in (Missouri, Kansas, Minnesota) because of the severe winters.
32. Chicago is located in (Ohio, Illinois, Indiana).
33. The largest city in Missouri is (St. Joseph, St. Louis, Kansas City, Joplin).
34. St. Louis is located on the (Missouri, Mississippi, Ohio) River.
35. The (Keokuk, Bagnell, Osage City) dam is the largest power dam in Missouri.
- D. In the following exercises, underline the best reason for each statement:
36. The United States can support twice as many people as all the rest of North America, because.
- a. The United States is located in that part of North America best adapted to agriculture, mining and manufacturing.
- b. The United States has a population of more than 100,000,000 people, while the rest of North America has a population of about 50,000,000 people.
- c. The United States occupies more than one-third of the area of North America.
37. Cotton is not produced in Minnesota because.
- a. The Southern states produce as much cotton as is needed.
- b. The people of Minnesota are too much occupied with the mining industry.
- c. The season without frost is short.
38. Seaports on the eastern coast of North America carry on more foreign commerce than seaports of the western coast, because.
- a. The Eastern coast has more good harbors with

more productive regions near them than the seaports of the Western coast.

- b. The Eastern coast is along the Atlantic Ocean and the Western coast is along the Pacific Ocean.
- c. There are more important coaling stations in the Pacific Ocean.
39. Agriculture has been developed to a greater extent in United States than in Canada because.
- a. There are many cities in the United States and Southern Canada which need the agricultural products of these regions.
- b. The people of Northern Canada make their living by hunting and trapping and not by tilling the soil.
- c. The climate and soil in the United States is suitable for agriculture, while the climate of Northern Canada is too cold for crops.
40. Chicago has become a great world city because.
- a. It is the second city in population in the United States.
- b. It is naturally a great railway center.
- c. The city has become a widely known art center.

Key

GEOGRAPHY—B Class

- A. 1. Canada, United States, Mexico; 2. Canada; 3. climate; 4. North Temperate; 5. Mississippi.
- B. 6. F; 7. T; 8. T; 9. F; 10. T; 11. T; 12. T; 13. F; 14. F; 15. T; 16. T; 17. F; 18. F; 19. T; 20. T; 21. T; 22. F; 23. T; 24. F; 25. F.
- C. 26. corn; 27. St. Louis; 28. Michigan; 29. third; 30. two; 31. Minnesota; 32. Illinois; 33. St. Louis; 34. Mississippi; 35. Bagnell.
- D. 36. a. The United States is located in that part of North America best adapted to agriculture, mining and manufacturing; 37. c. The season without frost is short; 38. a. The eastern coast has more good harbors with more productive regions near them than the seaports of the western coast; 39. c. The climate and soil in the United States is suitable for agriculture, while the climate of Northern Canada is too cold for crops; 40. b. It is naturally a great railway center.

WRITING—B Class

Suggested Time:

5th grade—3½ minutes

6th grade—3 minutes

Copy the following stanzas using your best style and speed.

If you're told to do a thing,
And mean to do it really;
Never let it be by halves;
Do it fully, freely!
Do not make a poor excuse,
Halting, weak, unsteady;
All obedience worth the name,
Must be prompt and ready.

(To obtain a grade of M, sixth grade pupils should write 56 letters per minute with a quality of 55 measured by Ayres Handwriting Scale; fifth grade pupils should write 50 letters per minute with a quality of 50.)

SPELLING—B Class

The teacher will pronounce and the pupils write the following words. Each word should be pronounced once distinctly and correctly. It may then be defined or used in a sentence by the teacher so that the pupil may clearly understand the word.

- | | |
|---------------|------------------|
| 1. saying | 21. asleep |
| 2. yourself | 22. family |
| 3. would | 23. understand |
| 4. have | 24. dozen |
| 5. little | 25. remain |
| 6. mother | 26. nevertheless |
| 7. Monday | 27. visited |
| 8. happy | 28. wrong |
| 9. going | 29. kindest |
| 10. thank | 30. won't |
| 11. however | 31. daily |
| 12. asking | 32. several |
| 13. brother | 33. question |
| 14. beside | 34. quickly |
| 15. banking | 35. prize |
| 16. afternoon | 36. contained |
| 17. seventy | 37. stomach |
| 18. staying | 38. choir |
| 19. started | 39. attractive |
| 20. whenever | 40. committee |

Name of Pupil _____
School _____ County _____
Grade _____ Test Score _____

AGRICULTURE—A Class

Suggested Time: Part I, 15 Minutes; Part II, 15 Minutes

Note: If you have studied both corn and apples, take the entire test. If you have studied only corn or only apples, answer the questions on the topic you have studied.

Part I—Corn.

A. Some of the following statements are true, others are not true. Before those statements which are true write the letter T; before those statements which are false, write the letter F.

- 1. Each state and each locality should plant a variety of corn suited to its particular conditions as to type of soil, length of season and amount of rainfall.
- 2. Each farmer should grow several varieties of corn on his farm.
- 3. Corn growing is not adapted to a variety of soils and climates.
- 4. The best method of selecting seed corn is from the field after the corn is matured.
- 5. Corn is planted in rows which are usually four and one-half feet apart.
- 6. "Check row" planting of corn is valuable in that it permits cultivation of corn in two directions.
- 7. The stalk of the corn plant is hollow so that it can sway to and fro in the wind without breaking.
- 8. Planting corn late in the season should be avoided.
- 9. The first cultivation of corn may be three or four inches deep, other cultivations should become increasingly shallow.
- 10. Cool nights are favorable for the growth of corn.

B. Fill in the blank spaces with the word (or words) which will make the statement correct.

11. The seven states known as the Corn Belt are _____

12. Corn production in the West is limited by insufficient and unequal distribution of _____

13. The six kinds of corn most commonly known are: _____

14. The two principal reasons for cultivating corn are to keep out _____ and conserve _____

15. Name four food products from corn _____

C. Underline the word (or words) within parentheses which will make a correct statement.

16. Corn thrives best on (well-drained fertile loams, warm sandy soil, clay hillsides).
17. Corn should be planted from (one to three inches, two to four inches, three to five inches deep).
18. About (thirty per cent, fifty per cent, eighty per cent) of the world's corn crop is produced in North America.
19. If all the (tassels, silks) receive pollen a well-developed ear of corn is formed.
20. As a rule, most varieties of dent corn bear (one, three, four) ear (ears) to the stalk.

Part II—Apples.

A. Some of the following statements are true, others are not true. Before those statements which are true place the letter T; before those which are false write the letter F.

- 1. Apple trees can be planted either in the late fall or in early spring.
- 2. The apple is a comparatively modern fruit since it has been grown in the United States only about fifty years.
- 3. Missouri now ranks first among the states in the production of apples.
- 4. The best varieties of apples are usually obtained by planting seeds.
- 5. Apple trees are usually long lived.
- 6. Sunlight is essential to make apples color and develop good quality.
- 7. The apple belongs to the rose family.
- 8. In general, the cooler regions produce the best late apples.
- 9. Apple trees should not be permitted to grow taller than ten feet.
- 10. Low sections of land are best for the location of orchards.
- 11. The tops of apple trees should be rounded and spreading to permit sunlight to reach all parts of the tree.

- 12. Filler trees, such as peach trees are often planted between apple trees.

- 13. Apple trees are generally not planted closer than 10 feet apart.

- 14. The Ben Davis is an early spring apple.

- 15. A tree four or five years old will not grow as readily as one only two or three years old.

B. Underline the word (or words) within parentheses which will make the statement correct.

16. In starting a new apple orchard the safest rule is to purchase trees from (a traveling salesman, a reliable nursery, a neighbor who says he has fine young trees which have come up from seed).

17. In buying young apple trees it is better to select (symmetrical, unsymmetrical) trees.

18. In North Central a (north, west, south) facing slope is generally the best site for an apple orchard.

19. (Stark's Delicious, Early Harvest, Wine Sap) is an early summer apple.

20. Dried apples have a (higher, lower) nutritive value than fresh apples.

Key

AGRICULTURE

(See General Directions for Scoring)

Part I—Corn

- A. 1. T; 2. F; 3. F; 4. T; 5. F; 6. T; 7. F; 8. T; 9. T; 10. F.

- B. 11. Ohio, Indiana, Illinois, Iowa, Missouri, Kansas, Nebraska; 12. rainfall; 13. pod corn, pop corn, soft corn, sweet corn, dent corn, flint corn; 14. weeds, moisture; 15. give credit for any four food products, as breakfast foods, glucose, cornstarch, corn oil.

- C. 16. well-drained fertile loams; 17. one to three; 18. eighty per cent; 19. silks; 20. one.

Part II—Apples

- A. 1. T; 2. F; 3. F; 4. F; 5. T; 6. T; 7. T; 8. T; 9. F; 10. F; 11. T; 12. T; 13. T; 14. F; 15. T.

- B. 16. a reliable nursery; 17. symmetrical; 18. north; 19. Early Harvest; 20. higher.

Name of Pupil _____

School _____ County _____

Grade _____ Test Score _____

ARITHMETIC—A Class

Suggested Time: 25 Minutes

A. Write as decimals:

$$1. \frac{1}{4} = \quad 2. \frac{5}{8} = \quad 3. \frac{5}{6} =$$

$$4. \frac{12}{12} = \quad 5. \frac{625}{1000} =$$

100

100

B. Supply the missing fractions

$$6. \frac{2}{100} = \text{of } 100$$

$$7. \frac{10}{100} = \text{of } 100$$

$$8. \frac{4}{100} = \text{of } 100$$

$$9. \frac{80}{100} = \text{of } 100$$

$$10. \frac{40}{100} = \text{of } 100$$

C. Some of the following statements are true, others are not true. Before those statements which are true, write the letter T; before those statements which are false, write the letter F.

- 11. All sides of a square are equal.
- 12. A square has more sides than a rectangle.
- 13. A baseball diamond is usually a square.
- 14. A yard is less than a foot.
- 15. Total means the same as sum.
- 16. We multiply to get the remainder.
- 17. One square mile is larger than one acre.
- 18. One cubic foot contains 4,840 cubic inches.
- 19. In adding fractions, you must first be sure that the denominators are alike.
- 20. If you know the area and one dimension of a rectangle, you find the other dimension by multiplying.

D. Fill in the blanks with a word or group of words which will make the statement correct.

21. When the dimensions are inches the volume is _____

22. When the dimensions are feet the area is _____

23. There are _____ cubic feet in one cubic yard.

24. The diameter of a circle equals _____ its radius.

25. A rectangle that has all its sides equal is called a _____

26. The kind of graphs most frequently used are _____ and _____

E. Place a decimal point in each of the following quotients:

$$27. 8.4 \div 12 = 7 \quad 29. 7.26 \div .6 = 121$$

$$28. .875 \div 125 = 7 \quad 30. .144 \div .08 = 18$$

F. Solve the following problems:

31. If you buy 10 lbs. of sugar at 61/2¢ per lb., how much change should you get from \$1?
32. In a class of 42 pupils, 7 were absent. What

per cent of the pupils were absent?

38. How many cubic yards of gravel were used in building a gravel road 1 mile long and 30 feet wide, with the gravel laid 4 inches deep?
39. Find the perimeter of a room 15 ft. long and 12 1/2 ft. wide.
40. A gallon of milk weighs 8.6 pounds; 1/2-gallon of milk weighs _____ pounds.
41. If you solve 9 problems in a test of 12 problems, what per cent of the problems do you solve?
42. How many cubic inches are there in a box 12 in. long, 5 in. wide and 4 in. deep?
43. If 2/5 of the population of a city are voters, how many people are there in a city having 24,760 voters?
44. Mrs. Brown used 2 1/2 pounds of meat for a family of five. What fractional part of a pound did she use for each person?
45. John sold 3 spring chickens that weighed 7 1/2 lbs. What was the average weight per chicken?

Key

ARITHMETIC—A Class

- A. 1. .25; 2. .625; 3. .83 1/3; 4. .12 1/2 (.125); 5. 6.25.
B. 6. 1/50; 7. 1/10; 8. 1/25; 9. 4/5; 10. 2/5.
C. 11. T; 12. F; 13. T; 14. F; 15. T; 16. F; 17. T; 18. F; 19. T; 20. F.
D. 21. cubic inches; 22. square feet; 23. 27; 24. two; 25. square; 26. line, bar, circle.
E. 27. .7; 28. .007; 29. 12.1; 30. 1.8.
F. 31. 35¢; 32. 16 2/3%; 33. 1955 5/9; 34. 55 ft.; 35. 4.3; 36. 75%; 37. 240; 38. 61,900; 39. 1 1/2 lb.; 40. 2 1/2 lbs.

Name of Pupil _____ County _____
School _____ Test Score _____
Grade _____

ENGLISH—A Class

Suggested Time: 25 Minutes

- A. After each of the following sentences, write the kind of sentence as classified according to use.
1. Shall we start on our journey tomorrow? _____
 2. Aim at perfection in everything. _____
 3. Return to school at nine o'clock tomorrow. _____
 4. Where was the first battle of the Revolution fought? _____
 5. James has gone to Chicago. _____
- B. Two words in each line mean almost the same thing. They are called synonyms. Draw a line under the synonyms in each group of words.
6. kindness, success, cruelty, gentleness
 7. battle, victory, conflict, cruelty
 8. battle, victory, triumph, conflict
 9. high, view, tall, free, wall
 10. labor, work, easy, energy
- C. Some of the following groups of words form a complete sentence, others do not. After each group of words which makes a sentence, write the word, yes; after each group of words that does not make a sentence, write the word, no.
11. The little girl has a beautiful doll. _____
 12. Four black horses running down the street. _____
 13. Crossing the swift stream. _____
 14. I went to the party. _____
 15. That interesting game we played. _____
 16. Whenever you come to my house. _____
 17. The dog ran across the road in front of the car. _____
 18. Anywhere we go after school is out. _____
 19. Whenever they come to our house, we play ball. _____
 20. They have taken a long trip in their automobile. _____
 - 21-30. _____

- D. Write from memory a quotation of at least four lines from one of the following poems: Trees, To a Fringed Gentian, A Vagabond Song, A Thing of Beauty, Roadside Flowers.

- E. Write a paragraph of at least five sentences on one of the following topics: A Good Joke on Me, The Wrong Impression, The Most Interesting Moment of the Baseball Game, It Happened on a Fishing Trip.
- F. In the following sentences, underline the word within parentheses which will make the sentence complete.
36. They walked down (to, two, too) the lake shore.
 37. She was (setting, sitting) the box in the window.
 38. Mary (drank, drunk) a glass of milk for breakfast.
 39. It was (him, he). I am sure of that.
 40. The boys have (threw, thrown) the ball over the fence.

Key

ENGLISH—A Class

- A. 1. Interrogative; 2. Imperative; 3. Imperative; 4. Interrogative; 5. Declarative.
B. 6. kindness, gentleness; 7. battle, conflict; 8. victory, triumph; 9. high, tall; 10. labor, work.
C. 11. yes; 12. no; 13. no; 14. yes; 15. no; 16. no; 17. yes; 18. no; 19. yes; 20. yes.
D. 21-30. Give five points credit for a correctly written quotation of at least four lines from any one of the poems listed.
E. 31-35. A maximum of five points may be given for a well written paragraph.
Count 1 point for interesting content.
1 point for correct punctuation.
1 point for correct capitalization.
1 point for correct spelling.
1 point for correct sentence structure.
F. 36. to; 37. setting; 38. drank; 39. he; 40. thrown.

Name of Pupil _____ County _____
School _____ Test Score _____
Grade _____

ELEMENTARY SCIENCE—A Class

Suggested Time: 20 Minutes

- A. Some of the following statements are true; some are false. Place the letter T before true statements; place the letter F before false statements.
1. The brightness of the stars depends upon how much light they give off and upon how far away from the earth they are.
 2. The stars are closer to the earth than the sun.
 3. The earth is many times larger than the sun.
 4. Jupiter is the largest planet.
 5. The moon is closer to the earth than the sun and stars.
 6. The surface of the earth has always appeared as it does now.
 7. A great sheet of ice once covered part of the United States, Canada, and Europe.
 8. It is definitely known that the center of the earth is liquid.
 9. A history of living things in early periods of the earth is often discovered through fossils.
 10. The planets are larger than the stars.
 11. It has been proved that the moon has considerable influence upon weather conditions.
 12. The moon is the chief cause of the tides.
 13. Glacial soil is that which is brought by glaciers and spread over an area of land.
 14. Some great mountain chains have been formed by volcanoes.
 15. Granite is a kind of rock which was formed deep within the earth.
- B. Answer the following questions briefly.
16. Were there ever any glaciers over the United States?
 17. How were the Great Lakes formed?
 18. Are stars heated or cold bodies?
 19. What is science?
 20. Name the planets.

Key

ELEMENTARY SCIENCE—A Class

- A. 1. T; 2. F; 3. F; 4. T; 5. T; 6. F; 7. T; 8. F; 9. T; 10. F; 11. F; 12. T; 13. T; 14. T; 15. T.
B. 16. Yes; 17. By glaciers; 18. heated; 19. known facts discovered through experiment and research. (Accept other similar answers.)
20. Jupiter, Saturn, Mercury, Venus, Earth, Neptune, Mars, Uranus, Pluto.

Name of Pupil _____ County _____
School _____ Test Score _____
Grade _____

HEALTH—A Class

Suggested Time: 20 Minutes

- A. Some of the following statements are true, others are not true. Before those statements which are true write the letter T; before those which are false write the letter F.
1. More was known about the proper care of the body one hundred years ago than is known today.
 2. Our bodies are constructed of tiny units called cells.
 3. Bones of old people do not break as easily as the bones of children.

- 4. The backbone of a normal person is perfectly straight.
- 5. All body joints are movable.
- 6. A proper diet is particularly important for a person who has a broken bone.
- 7. Muscle tissue requires food for its growth and repair.
- 8. Muscles are all the same size and have equal strength.
- 9. Extra activity of muscle cells increases the need for fuel and oxygen.
- 10. Muscles are trained by use.
- B. Underline the word (or group of words) which will make the best statement in the following:
11. Body cells are (oblong, different, similar) in shape.
12. Cells forming the brain, spinal cord and nerves are called (bone, muscle, nerve) cells.
13. (Candy, Eggs, Starch) are especially rich in bone building material.
14. It is unwise to take exercise just after a heavy meal because (the muscles will not relax, extra blood is needed in the digestive organs, one feels too tired to enjoy his meals).
15. "Hikes" are to be encouraged because (they take one out into the country, one can have a better time than exercising in a gym, they combine active exercise with fresh air and sunshine).
- C. Fill in the blanks with the word (or words) which will make a correct statement.
16. Bones are composed of ----- and ----- matter.
17. The joint at the shoulder is called a ----- and ----- joint.
18. Muscles produce ----- of the body.
19. ----- is necessary for the proper growth and development of muscles.
20. The muscles which have the major responsibility for good ----- are those in the lower front part of the trunk and abdomen.

Key

HEALTH—A Class

- A. 1. F; 2. T; 3. F; 4. F; 5. F; 6. T; 7. T; 8. F; 9. T; 10. T.
- B. 11. different; 12. nerve; 13. eggs; 14. extra blood is needed in the digestive organs; 15. they combine active exercise with fresh air and sunshine.
- C. 16. animal, mineral; 17. ball, socket; 18. movements; 19. exercise; 20. posture.

School ----- County -----
Grade ----- Test Score -----

READING—A Class

Suggested Time: 25 Minutes

- A. Read the following paragraphs quickly but carefully. Then without re-reading the story answer the questions, or follow the directions which are placed after the story.

The Two Matches

One day there was a traveller in the woods in California, in the dry season, when the Trades were blowing strong. He had ridden a long way, and was tired and hungry, and dismounted from his horse to smoke a pipe. But when he felt in his pocket he found but two matches. He struck the first, and it would not light.

"Here is a pretty state of things!" said the traveller. "Dying for a smoke; only one match left: and that certain to miss fire!"

"Was there ever so unfortunate a creature? And yet," thought the traveller, "suppose I light this match, and smoke my pipe, and shake out the dottle here in the grass—the grass might catch on fire, for it is dry like tinder; and while I snatch out the flames in front, they might evade and run behind me, and seize upon yon bush of poison oak; before I could reach it, that would have blazed up; over the bush I see a pine tree hung with moss; that too would fly in fire upon the instant to its topmost bough; and the flame of that long torch—how would that trade wind take and brandish that through the inflammable forest! I hear this dell roar in a moment with the joint voice of wind and fire, I see myself gallop for my soul, and the flying conflagration chase and outflank me through the hills; I see this pleasant forest burn for days, and the cattle roasted, and the springs dried up, and the farmer ruined, and his children cast upon the world. What a world hangs upon this moment!"

With that he struck the match, and it missed fire. "Thank God!" said the traveller, and put his pipe in his pocket.

—Robert Louis Stevenson—Junior Literature, Book One.

In the following exercises underline the word or group of words, which makes the statement correct.

1. The best title for the story is (The Unfortunate Traveller, The Two Matches, Why the Match Wouldn't Burn, Making a Decision).
 2. The traveller was in the woods of (Maine, Oregon, California, North Carolina).
 3. The Trades refer to (winds, ocean waves, industries).
 4. The traveller thought he was unfortunate because (he had only one match left, he had lost his way, he saw a forest fire in the distance).
 5. The traveller said, "Thank God," because he could no longer see the forest fire; he had escaped a great fire. His last match missed fire.
- Some of the following statements are true, some are false. Place the letter T before true statements; place the letter F before false statements.
- 6. When the traveler felt in his pocket for a match, he found only two matches.
- 7. He wanted a match to light a fire to cook his supper.
- 8. The man shook out the coals from his pipe on the dry grass.
- 9. Both matches missed fire when they were struck.
- 10. The story is a good one to teach safety rules concerning forest fires.

- B. Read the story of The Nightingale and the Pearl rapidly but carefully. Then, without re-reading the story, answer the questions which follow.

The Nightingale and the Pearl

A birdcatcher once spread his nets and caught a little nightingale. He was about to wring its neck, when the bird said to him:

"What good will it do you to kill me? I am too small to eat. Let me go, and I will give you three bits of wisdom, that will be of great benefit, if you follow them carefully."

Astonished at hearing the bird speak, the man promised it liberty in return for his good advice.

"Hear then, O man," it said, "these are the bits of wisdom. First: never try to do things that cannot be done. Secondly: never grieve over that which is lost beyond recovery. Thirdly: never believe what is impossible."

The man, on hearing this, faithful to his promise, let the bird go. Winging its way through the air it sang a most exquisite melody, and, having finished, it said to the birdcatcher:

"Truly you are a silly fellow! This day you have lost a great treasure! Know that in my stomach is a pearl bigger than the egg of an ostrich."

When the birdcatcher heard this he was filled with vexation at having let the bird go, and he immediately spread his nets again, and tried to catch it a second time. "Come, little bird!" cried he, "come to me! and I will feed you with dainty morsels, and let you fly about anywhere you wish."

"You must take me for a fool!" answered the bird. "And you certainly are not following my three rules. You are trying to snare me again when it cannot be done! You are grieving because you have lost me forever. And you believe that my little stomach contains a pearl bigger than the egg of an ostrich when my whole body is not nearly so large. A fool you are, and a fool you will always remain!"

And with that the nightingale flew away, and was gone forever.

—Gesta Romanorum, From Junior Literature, Book One.

- 11, 12, 13. What were the three bits of wisdom which the nightingale gave the birdcatcher?

First -----

Secondly -----

Thirdly -----

14. What did the nightingale say was in its stomach?

15. Did the birdcatcher try to catch the nightingale a second time? -----

16. Did the birdcatcher follow the rules the nightingale had given him? -----

17. What was the last thing the nightingale said to the birdcatcher before it flew away? -----

18. vexation -----

19. wisdom -----

20. benefit -----

In the space after each word in Column I write the word (or words) with a similar meaning found in Column II.

Column I

18. vexation -----
19. wisdom -----
20. benefit -----

21. faithful
22. immediately
23. grieving
24. astonished
25. exquisite

Column II

advantage
delicately beautiful
quickly
sorrowing
unusual
surprised
at once
trustworthy
anger
knowledge

- C. Give the following information about one of the books you have read for "outside reading" this quarter.

26. The name of the book _____
27. The name of the author _____
28. The name of the principal characters _____

29. Where did the story take place? _____

30. Give one reason why you did or did not like the story.

- D. Read the following poem and answer the questions or follow the directions given. You may reread the poem if you need to.

To A Cricket

Voice of Summer, keen and shrill,
Chirping round my winter fire,
Of thy song I never tire,
Weary others as they will;
For thy song with Summer's filled—
Filled with sunshine, filled with June;
Firelight echo of that noon
Heard in fields when all is stilled
In the golden light of May,
Bringing scents of new-mown hay,
Bees, and birds, and flowers away;
Prithee, haunt my fireside still,
Voice of Summer, keen and shrill!

—William C. Bennett—From Junior
Literature, Book One.

31. Underline the best name for the poem

To a June bug
To a Cricket
To a Grasshopper
To an Ant

The Grasshopper and the Cricket

32. How many lines end with the sound ill? _____
33. How many lines end with the sound illed? _____
34. How many lines end with the sound ay? _____
35. What seasons are mentioned? _____
36. What two words are used to describe the voice of the insect? _____
37. What name does the poet give the insect in this poem? _____
38. How many lines in the poem? _____
39. Which line tells that the poet wishes the insect to stay with him? _____
40. Draw a line under the words which appeal to the sense of smell.

Key

READING—A Class

- A. 1. The Two Matches; 2. California; 3. winds; 4. he had only one match left; 5. his last match missed fire; 6. T; 7. F; 8. F; 9. T; 10. T.
B. 11. never try to do things that cannot be done; 12. never grieve over what is lost beyond recovery; 13. never believe what is impossible; 14. a pearl bigger than the egg of an ostrich; 15. yes; 16. no; 17. a fool you are, and a fool you will always remain; 18. anger; 19. knowledge; 20. advantage; 21. trustworthy; 22. at once; 23. sorrowing; 24. surprised; 25. delicately beautiful.
C. Give credit of 1 point for each correct answer. Do not give credit for an answer that is only partly correct.
D. 31. To a Cricket; 32. four; 33. two; 34. three; 35. winter, summer; 36. keen, shrill; 37. Voice of Sum-

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HISTORY—A Class

Suggested Time: 25 Minutes

- A. Some of the following statements are true, others are not true. Before those statements which are true write the letter T; before those which are false write the letter F.

- 1. If we are to understand how our own country came into existence, we need to know something about those countries from which the people who settled America came.
- 2. The history of Asia is very brief compared with that of Western Europe and America.
- 3. We know nothing of the story of man until he became able to write.
- 4. The chief foods of the earliest man were fruits and berries.
- 5. The alphabet as we use it now was also used in man's first writing.
- 6. The earliest clothing was made from crudely woven cloth.
- 7. One of the early uses of fire was to frighten away wild animals.
- 8. The Phoenicians were a sea-faring people.
- 9. Climate has little effect upon clothing.
- 10. The Hebrews from the beginning were trained fighters.
- 11. The government of the Hebrews was that of the family or tribe.
- 12. The first knives were thin stone with sharpened edges.
- 13. The Great Pyramid is a burial place.
- 14. Egyptian writing was called cuneiform.
- 15. The Egyptians domesticated the horse.
- 16. It is not definitely known when man discovered fire.
- 17. Egyptian women were highly respected and were considered the equal of men.
- 18. The Egyptians believed in one God.
- 19. Life in mountainous sections is naturally different from life in valleys.
- 20. The most important use of water from the point of view of history is for transportation.

- B. Fill in the blanks in the following statements with the word or words which will make the statement correct:

21. Early people who obtained most of their food from flocks and herds and wandered about from place to place were called _____.
22. The first great centers of the white man's development were in the valley of the _____ River and along the Tigris and Euphrates Rivers.
23. The centuries when man made his weapons and tools from stones were called the _____.
24. The Hebrews became slaves of the _____.
25. Embalmed and wrapped bodies of dead Egyptians are called _____.
26. The ruler of Egypt was called the _____.
27. Probably man first discovered fire by _____.
28. The Hebrew nation reached its height under King _____.
29. Armies and fleets spread the power of the Egyptians over the country around the eastern end of the _____ Sea.
30. _____ was a Hebrew who led his people out of captivity.

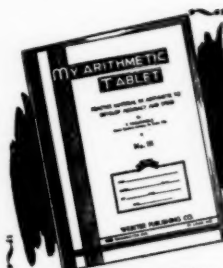
- C. The Egyptians, Hebrews, Phoenicians and Babylonians have given to the world the items listed below. Before each item write the initial letter of the country responsible for it. (For example, if an item belonged to Babylonia, write the letter B before it).

- 31. The Bible.
- 32. The idea of worshipping one God.
- 33. Measuring time into weeks.
- 34. Carrying the alphabet to Europe.
- 35. Taught the art of navigation.
- 36. Embalming dead bodies.
- 37. Cuneiform writing.
- 38. Pyramids.
- 39. Used irrigation.
- 40. Carried the learning of Egypt and Babylonia throughout the known world.

Key

HISTORY—A Class

- A. 1. T; 2. F; 3. F; 4. T; 5. F; 6. F; 7. T; 8. T; 9. F; 10. F; 11. T; 12. T; 13. T; 14. F; 15. T; 16. T; 17. T; 18. F; 19. T; 20. F.



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- B. 21. nomads; 22. Nile; 23. Stone Age; 24. Egyptians; 25. mummies; 26. Pharaoh; 27. striking stones together (friction); 28. David; 29. Mediterranean Sea; 30. Moses.
C. 31. H; 32. H; 33. E; 34. P; 35. P; 36. E; 37. B; 38. E; 39. E; 40. P.

Name of Pupil _____
School _____ County _____
Grade _____ Test Score _____

GEOGRAPHY—A Class

Suggested Time: 20 Minutes

- A. Underline the word (or words) within the parentheses which will make the statement correct.

1. Large quarries of beautiful marble are in (Yugoslavia, Italy).
 2. Wool, sheep and wheat are the chief products of the (costal region, plateau) of Spain.
 3. The valley of the (Tiber, Po) has more good farm land than any other region in Italy.
 4. (Constantinople, Vienna, Lisbon) is located where Asia and Europe meet.
 5. Czechoslovakia has (many, no) manufacturing industries because the people of that country are (more, less) intelligent than those of any other country in that part of Europe.
 6. The extensive plains of Hungary are noted for (wheat and corn, fruit and berries, cattle and hogs).
 7. Russian territory includes about (one-half, one-third, one-seventh) of the land surface of the globe.
 8. (Malaga, Lisbon, Cologne) is noted for very fine grapes.
 9. Spain (has, has not) become an important route between Europe and Africa.
 10. Europe is (densely, sparsely) populated.
- B. Some of the following statements are true, others are not true. Before those statements which are true write the letter T; before those which are false, write the letter F.

- 11. The most civilized people once lived about the eastern Mediterranean shore.
 - 12. It seems quite likely that Vienna will become a much larger city than it now is.
 - 13. There are dozens of languages in common use in Constantinople.
 - 14. There is much fertile land in Italy still uncultivated.
 - 15. The ashes and lava thrown out by Mt. Vesuvius has helped to make the soil fertile.
 - 16. Russia produces crops similar to those produced in the United States.
 - 17. Estonia, Lithuania and Latvia are nations dependent upon Russia.
 - 18. Spain and Portugal are rich in minerals.
 - 19. Spain is now a republic.
 - 20. Finland became independent as a result of the World War.
 - 21. The whole of Europe is smaller than the United States.
 - 22. Natural barriers, such as mountains and water have been a cause of so many countries in Europe.
 - 23. There are few large cities in Russia.
 - 24. Those people in Russia engaged in farming have their homes out on the farms which they work.
 - 25. Spain has few good harbors.
- C. Fill in the blank spaces with the word or words which will make the sentence correct.
26. Two advantages which Czechoslovakia has for manufacturing are _____ and _____.
 27. The capital and leading city of Czechoslovakia is _____.
 28. Most of the cities of Finland are in its _____ or _____ part.
 29. _____ is the greatest manufacturing center in Russia.
 30. The Strait of _____ separates Spain from Africa.
- D. Underline the best reason for each of the following statements.
31. Many tourists visit Rome because
 - a. it is the capital of Italy.
 - b. of the beautiful buildings and historic ruins.
 - c. of the good roads leading into the city.
 32. The Mediterranean Basin was the home of the oldest civilization of the world because
 - a. the people were great traders.
 - b. natural conditions there were favorable.
 - c. farming was the only industry the people knew.

33. The Dardanelles was important in the World War because

- a. it cost a vast amount of money to defend it.
- b. it furnished fresh water to the Black Sea.
- c. it opened a passage to Constantinople.

34. Europe has a longer coast line in proportion to its area than any other continent, because

- a. Europe contains a larger number of independent countries than any other continent.
- b. The countries of Europe are well developed commercially and make much use of the sea.
- c. Europe has more peninsulas and more long arms of the sea than any other continent.

35. The eastern part of Europe receives less rainfall than the western part, because

- a. grazing is carried on extensively in the grasslands of eastern Europe.
- b. western Europe is near the Atlantic Ocean from which the westerly winds bring moisture.
- c. western Europe has a larger supply of coal and iron than eastern Europe.

- E. Name five reasons why Europe is a continent of particular interest to Americans.

36. _____
37. _____
38. _____
39. _____
40. _____

Key**GEOGRAPHY—A Class**

- A. 1. Italy; 2. plateau; 3. Po; 4. Constantinople; 5. many, more; 6. wheat and corn; 7. one-seventh; 8. Malaga; 9. has not; 10. densely.
B. 11. T; 12. F; 13. T; 14. F; 15. T; 16. T; 17. F; 18. T; 19. T; 20. T; 21. F; 22. T; 23. T; 24. F; 25. T.
C. 26. coal, iron; 27. Prague; 28. southern, western; 29. Moscow; 30. Gibraltar.
D. 31. b. of the beautiful buildings and historic ruins; 32. b. natural conditions there were favorable; 33. c. it opened a passage to Constantinople; 34. c. Europe has more peninsulas and more long arms of the sea than any other continent; 35. b. Western Europe is near the Atlantic Ocean from which the westerly winds bring moisture.

- E. 36. home of our ancestors; 37. points of interest to travelers; 38. trade and commercial interest; 39. center of civilization for many years; 40. seat of World War. (These five reasons may be given in different order.)

WRITING—A Class

Suggested Time: 4½ Minutes

Copy the following paragraph, using your best style and speed:

(A rate of seventy letters per minute with a quality of 60 measured by Ayres' Measuring Scale for Handwriting is necessary to obtain a grade of M.)

Air is elastic and may be crowded into a small space. As soon as this pressure is released, as in an automobile tire, the air rushes out to occupy a larger space. When the pressure of air is more than fifteen pounds per square inch, it is said to be compressed. Man's ability in employing scientific knowledge is well shown in the devices that make use of compressed air.

SPELLING—A Class

The teacher will pronounce and the pupils write the following words. Each word should be pronounced once distinctly and correctly. It may then be defined or used in a sentence by the teacher so that the pupil may clearly understand the word.

- | | |
|----------------|------------------|
| 1. paper | 21. useful |
| 2. thinking | 22. movement |
| 3. what | 23. newspaper |
| 4. window | 24. advantage |
| 5. without | 25. meantime |
| 6. subject | 26. eighteen |
| 7. continue | 27. future |
| 8. counting | 28. forest |
| 9. herself | 29. coming |
| 10. hundred | 30. buyer |
| 11. planted | 31. grammar |
| 12. potatoes | 32. I'll |
| 13. overlooked | 33. handkerchief |
| 14. ordering | 34. whether |
| 15. cottage | 35. good-bye |
| 16. staying | 36. leisure |
| 17. hardware | 37. regretting |
| 18. heard | 38. all right |
| 19. throughout | 39. receipt |
| 20. training | 40. cent |

NEWS NOTES

NODAWAY TEACHERS VISIT INTERESTING PLACES IN MISSOURI

W. H. Burr, County Superintendent of Nodaway County schools believes that Missouri teachers should know Missouri history, geography, government and institutions, and that book knowledge should be supplemented, when possible, by direct, first-hand observation. As a result of this belief more than a hundred Nodaway County teachers are better equipped to teach their pupils than they otherwise would have been.

On the morning of August 22d, led by Superintendent Burr, the second day of the teachers' annual plan meeting, a caravan of automobiles moved out of Maryville carrying the teachers to designated centers of interest.

The first stop was at Marshall where the group visited the State School for Feeble Minded. The afternoon found them at the Old Tavern in Arrow Rock regaling themselves with the lore of history and romance that fills this old hostelry of pioneer days. The remainder of the day was spent at Columbia seeing the State University and College of Agriculture.

A night's rest at the Tiger Hotel in Columbia freshened them for a big second day. At Jefferson City the Capitol building with its many interesting features and the State Penitentiary received their attention. They then proceeded to the Bagnell Dam to an inspection of Missouri's largest power plant and rested at a resort on the Lake of Ozarks.

On the morning of the third day, the August Plan Meeting of the Nodaway County teachers adjourned and its members separated to return to Maryville when and as they preferred.

The tour was such a success that the teachers are expressing a desire that a longer tour be planned for next year.

Superintendent Burr says that special rates for lodging were secured due to the large number of teachers taking the trip and that five dollars each was sufficient to cover the cost of lodging and transportation.

Following is a list of those who were in the party according to one of the Maryville newspapers:

Supt. W. H. Burr, Mr. and Mrs. W. F. Tompkins, Lawrence Knepper, Frelove Combs, Cecil Culver, Mrs. Moine Rainey, Alpha O'Day, Howard Hammond, Mr. and Mrs. Lawrence Wilson, Stanley Wilson, Eula Dickerson, L. L. King, Gertrude Sawyers, Emerald Riley, Jean Harvey, Velma Lambert, Emalyn Lambert, Mrs. K. N. Harkner, Raymond Houston, Anna Mae Wilson, Marguerite Thompson, Caroline Edwards, Mr. and Mrs. C. E. Apple, Crystal Holbrook.

Beulah Skeed, Addie Carpenter, Mr. and Mrs. Roy Shrader, Bertha Spidle, Bertha E. Northcutt, Helen Humphrey, Thelma Shoop,

Mrs. Myrtle Quinlan, Julia Young, Sarah Donaldson, Ruby Perry, Charles Wallace, Marion Nicholson, Elizabeth Burns, Hazel Vore, Merle Geisken, Viola Brandt, Doris Holmes, Dola Holmes, Oma Bancroft, Martha Brandt, Mr. and Mrs. Ford, Helen Winnell, Lucille McGinness, Eldora Nichols, Bert Rimel and Beatrice, Mary Ethel Oliver, Thelma Giffen, Pauline Heflin, Mildred Sawyers, Callista Mae Miller, Ethel Brodrick, Daisy Richey, Mary Frances Barbour, Marguerite Waltemath, Marjorie Penisten, Thelma Wilson, Opal Gray, Ruth McCorkle, David Suetterlin, Bernice Burch, Ruby Lockhart, Harold Sympson, Lola Acklin, Ruth Florea, Violet Robinson.

Merle Mumford, Truman Shelton, Virginia Hardesty, Mildred Dowling, Lois M. Thompson, Evelyn Malvern, Mr. and Mrs. Palmer, Atwoil Smith, Helen Daugherty, Mozelle Schooler, Dottie Davis, Permy Davis, Evelyn Burr, Iola Bethien, and Anna Gorsuch.

BOARDS CANNOT TRANSFER FREE-TEXTBOOK FUNDS TO THE TEACHERS FUND

A ruling of the Attorney-General relative to the authority of school boards over the use of free textbooks moneys will serve in some cases to further deplete the revenue available for teachers wages and at the same time increase the money available for the renewal of dilapidated and destroyed textbooks and supplemental reading material.

Attorney-General McKittrick has ruled that the section of the law passed in 1933 giving to boards the right to "transfer to the teachers' fund any portion or all of said moneys (free textbook fund) received under the section" is unconstitutional.

The General Assembly had enacted this section to be effective only during the school years of 1933-34 and 1934-35 in order to help the weak school districts toward maintaining an eight months term of school. The appropriation of \$700,000 from the Blind Pension Fund to the school fund had previously been declared unconstitutional. The textbook fund amounts to about one million dollars annually.

ST. LOUIS H. S. TEACHER DIES

Mr. W. R. Vickroy, teacher of mathematics in Soldan High School, St. Louis, died on July 15, 1933. He had been in educational service in St. Louis for about fifty years. His fields of work there included the principalship of the Baden School and the principalship of the Bates School, 1883-1887; teachership in the old Manual Training School of Washington University, 1887-1903; principalship of the old Manual Training School from 1903 until the school was discontinued as a separate institution in 1915; teachership in mathematics and

English at Soldan High School, 1915-1933, excepting 1918-1920 spent in teaching at Ben Blewett Intermediate School. Illness compelled him to give up his work at Soldan last March. He was graduated from Washington University in 1883. He is survived by his widow, Mrs. Clara Sessinghaus Vickroy, and by one son, Theodore S. Vickroy.

SUPT. HAMMOND PERFECTS REPORT FORM

Superintendent E. O. Hammond of the Plattsburg schools has perfected a teacher's monthly report and has applied for a copyright thereon. After having used the report for a year and after discussing its merits with authorities in the field of child accounting, the author feels that many teachers would be glad to see and use the form he has worked out.

It is printed on an 8½ x 11 inch sheet, contains about twenty separate items and covers elementary and high school grades, separating boys and girls, resident and non-resident pupils and provides for tuition and transportation reports.

SUPERINTENDENT LEWIS RECEIVES GOVERNMENT PATENT ON DUPLICATING MACHINE

On August 22, the patent office at Washington, D. C. issued to Superintendent B. P. Lewis of the Rolla public schools a patent for an improved duplicating device. The device which was put on the market last fall in Missouri, serves the schools chiefly by the fact that it reduces the cost of a duplicating machine very materially. While the machine does just as good work as any of the high priced machines of its type, it can be had for \$7.50 either through the Missouri State Teachers Association or from Mr. Lewis direct.

In a time when it is necessary for schools to do their utmost in the matter of economizing, this invention of Mr. Lewis' ought to prove exceedingly popular among the teachers and school people.

NEW BOOKS

SOCIAL PLANNING AND ADULT EDUCATION, by John W. Herring. Pages 138 plus x. Published by the Macmillan Company. Price \$1.25.

The author is the Director of the Chester County Health and Welfare Council of West Chester, Pennsylvania. The book is a social description of Chester County and its social program. Its dominant value is probably in its philosophy, the core of which is the synthesis and coordination of organizations making for social betterment. Neither the financial nor the leadership resources of a county are adequate to meet the demands of the various organizations which see "community needs through narrow slits" and

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Adult education, the author believes, takes on a vibrant reality when coupled with the problems of common life.

The dual assumption maintained is that planning is better than drift and that in the planning education finds both means and end.

CONCURRENCE AND DISSENT—Some Recent Supreme Court Cases. Edited by Manuel Prenner, Bernard M. Rogoff and William N. Sternberg. Pages 233 plus xi. Published by Charles E. Merrill Company. Price 64 cents, postpaid.

Here's a book that emphasizes the kinship of English, history, and economics. Seven opinions in as many cases of the United States Supreme Court since 1914. Six cases have dissenting opinions by one or more of the judges. As exercises in and examples of clear thinking they are at the top. The need which the collection meets is evident.

The chapter on "Argument" is a valuable contribution to the studies presented.

TWO BOOKS: EARLY EUROPEAN CIVILIZATION AND MODERN EUROPEAN CIVILIZATION, by Hutton Webster. Pages 810 and 831, respectively. Published by D. C. Heath and Company. Price \$2.12 each.

The author of the popular series called "Early European History" and "Modern European History" has re-written them under the new names. They are new in format, organization and conformity to current ideas of interpretation and teaching.

In illustrations, maps, and teaching devices they leave little to be desired. And of at least equal importance, readability from both the standpoints of type and style are of a high order.

Books, so widely used as were the ones superseded by these, yield place stubbornly to any new book in the minds of teachers; but we predict that Webster's "European Civilization" will be welcomed as an improvement even by the teacher who has used the older texts for many years.

BROADCASTING HEALTH, by J. Mace Andress and I. H. Goldberger. Pages 401 plus x. Published by Ginn and Co. Price 80 cents.

This presents the problems of health in a unique and attractive way to elementary children. Broadcasts, health bulletins, note books, and letters are the mediums through which the health-messages are presented. It is an inspiring example of creative teaching as well as happy expression of valuable information.

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